REPORT RESUMES

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VOCATIONAL EDUCATION INFORMATION SYSTEM. STATE OPERATING MANUAL, VOLUME 1.

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THE DESIGN SPECIFICATIONS NECESSARY TO DEVELOP A NATIONWIDE STATE-LEVEL, VOCATIONAL EDUCATION INFORMATION SYSTEM (VEIS) WERE PRESENTED IN THIS MANUAL. THESE SPECIFICATIONS WERE PREPARED TO CONFORM TO A UNIVERSAL STYLE FOR ALL STATES AND U.S. TERRITORIES TO USE IN FULFILLING THEIR FEDERAL VOCATIONAL EDUCATION REPORTING REQUIREMENTS. THE OUTPUT FORMATS OF THE SYSTEM, HOWEVER, WERE STANDARDIZED IN THE INTEREST OF ESTABLISHING UNIFORMITY IN STATE-LEVEL REPORTING. THE SYSTEM DESIGN INCLUDED A BUILT-IN CAPABILITY FOR EXPANSION AND USED STAFF ACTIVITY AS THE DATA BASE. THE CONTENTS OF THE MANUAL PROVIDE THE FOLLOWING INFORMATION--(1) AN OVERALL DESCRIPTION OF THE SYSTEM AND THE SYSTEM OBJECTIVES, (2) THE DETAILED DESIGN SPECIFICIATIONS OF THE SYSTEM WITH SUPPORTING FLOW CHARTS AND INPUT-OUTPUT DIAGRAMS, (3) THE FORMS AND ASSOCIATED INSTRUCTIONS FOR COLLECTING BASIC DATA FOR THE SYSTEM, AND (4) A GLOSSARY OF TERMS FOR USE WITH THE SYSTEM. THIS MANUAL IS AN APPENDIX TO THE VEIS FINAL REPORT, AA 000 155. OTHER RELATED REPORTS ARE AA 000 156 AND AA 000 158. (JH)

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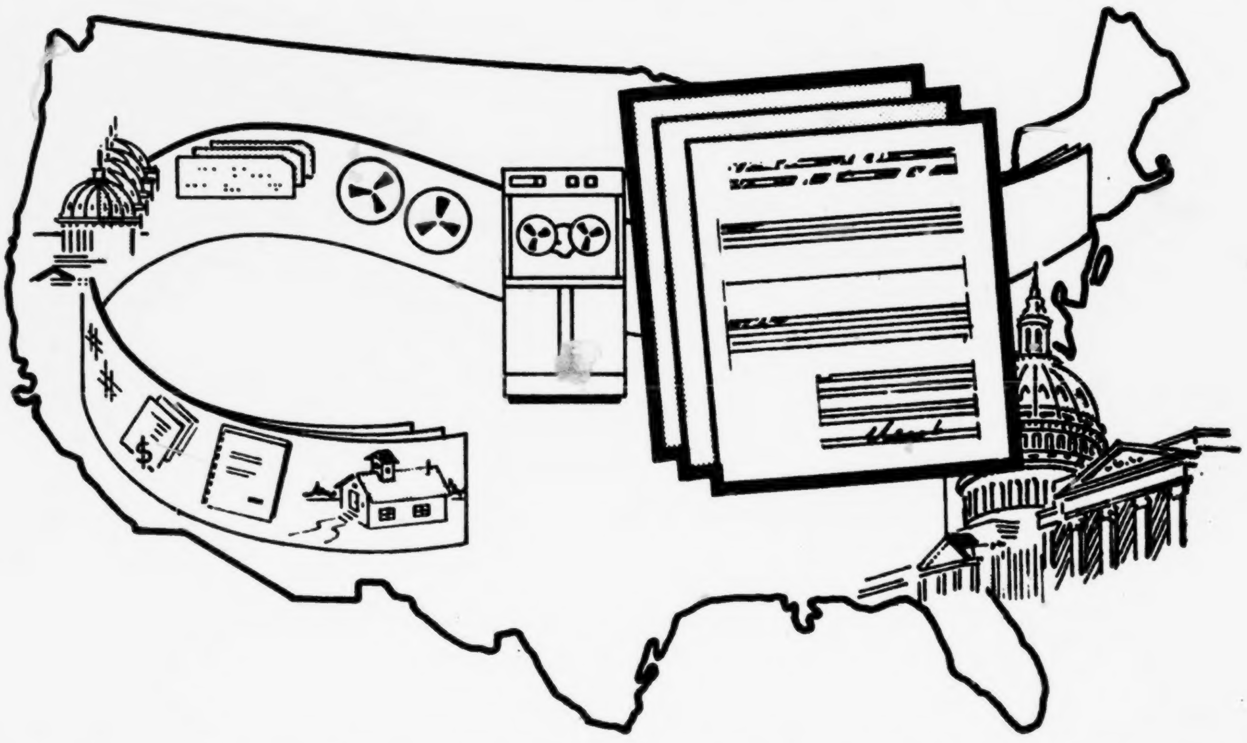

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VOLUME 1 OF 2

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STATE OPERATING MANUAL

VOLUME I OF II

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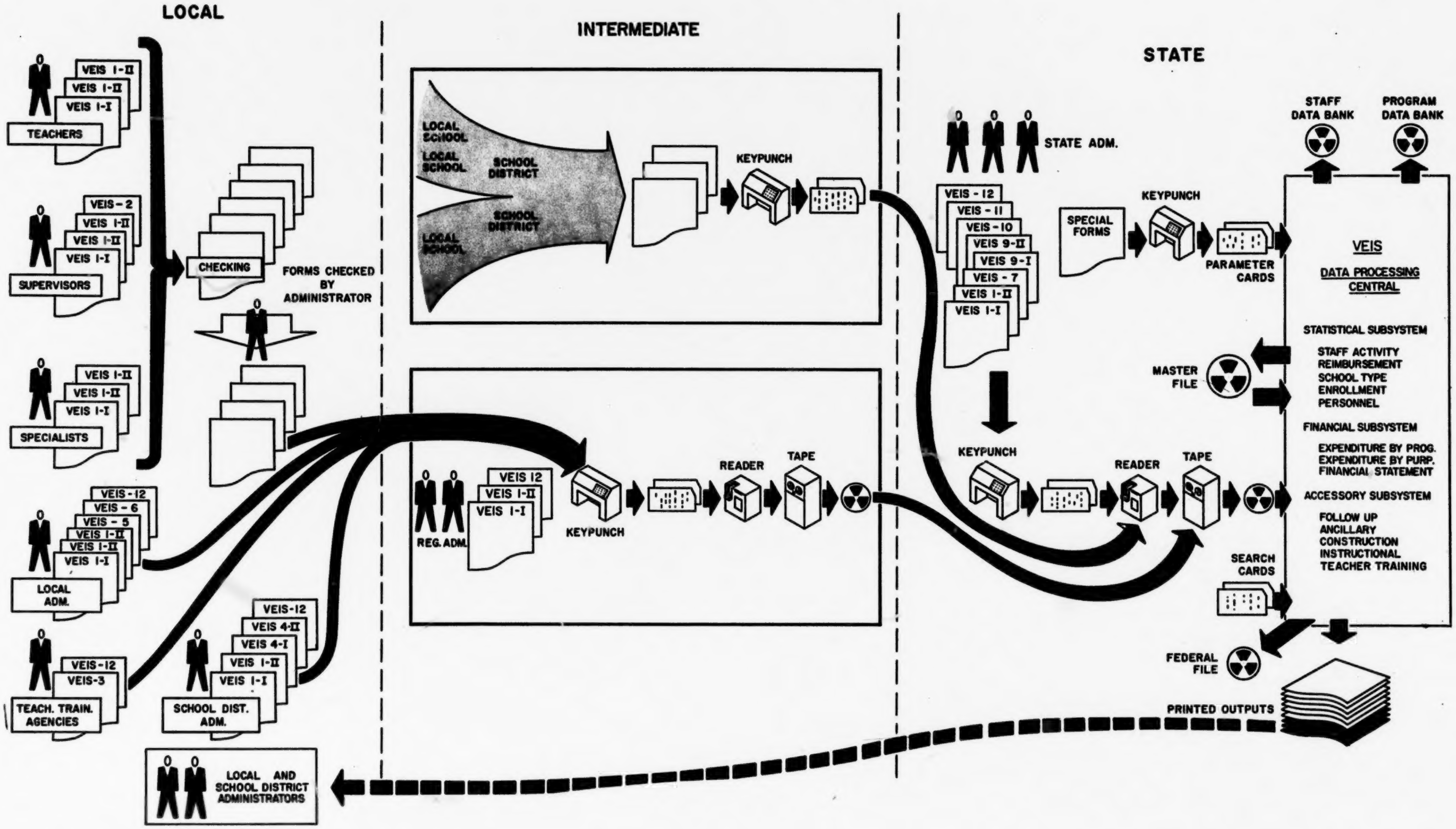
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Frontispiece. State Vocational Education Information System

FOREWORD

In the light of current changes in the American economy brought on by technological developments, increasing size of the work force, increasing mobility of population, and a variety of other socio-economic factors, new demands have been placed upon our educational system at all levels, particularly upon that of vocational education. This fact was recognized by the enactment of the Vocational Education Act of 1963 to assist the States in strengthening, improving, and expanding their existing programs, and to develop new programs of vocational education. To make the role of the Federal and State governments in vocational education more effective, a soundly-based standardized system of reporting data, utilizing modern data processing methods, must be employed to provide current data related to various training programs. These data should be basic to program and financial planning and reporting, decision making, and research and evaluation.

To this end, a study program involving the active cooperation and participation of State personnel, U. S. Office of Education personnel, and the contract services of Federal Electric Corporation was recently completed. The end product of this study is the State Operating Manual. Basically, this manual presents specifications for a universal State-level Vocational Education Information System (VEIS) designed to effect rapid and efficient collection and processing of vocational statistical data.

INTRODUCTION

The intent of this manual is to present a set of design specifications that will assist the States and territories in developing a universal Vocational Education Information System (VEIS). The specifications presented herein are not directed toward any equipment configuration but have been purposely prepared in a general style adaptable to any State. Sufficient detail is provided to enable each State to use the design specifications as a basis for developing a universal VEIS. However, in the interest of establishing uniformity in the reports generated by the system for the Federal government, the output formats included in the specifications must be followed.

The system, designed to meet present Federal reporting requirements, has a built-in capability for expansion to meet the ever-increasing demands that will certainly be placed on VEIS. A number of outputs generated for the Federal government will also meet internal State reporting requirements. In addition, much of the basic data collected through VEIS will be useful for numerous State and local reports.

To comply with an U. S. Office of Education requirement that VEIS be compatible with the Basic Educational Data System (BEDS) (as defined at the time the VEIS design was being developed), the system design is centered around staff activity input data; that is, the data base for the system is staff activity. Nevertheless, during the design effort some thought was given toward utilizing a student record card as a data base. As a result, a preliminary student record card was developed and will be included in the VEIS Final Report, dated 1 October 1966.

During the course of designing the system, numerous conferences were held with Federal and State vocational education personnel to define the basic data needed to meet immediate reporting requirements. In addition, a tour of several States was made to survey existing vocational education report systems and procedures, processing techniques, and problems related to data collection and retrieval.

Once the basic data was defined a prototype system design was developed and field tested (demonstrated) in California. Although only a limited number of computer programs was written for the demonstration, the results were detailed enough to refine the prototype design for use as the universal system.

The contents of this manual are arranged in four chapters and a supplement as follows:

a. Chapter 1, System Description, describes the objectives of the system and presents an overall description of the system.

b. Chapter 2, System Design Specifications, presents the design specifications and supporting flow charts, input/output diagrams, and output format diagrams.

c. Chapter 3, Report Forms and Instructions, contains all the data collection forms and associated instructions for collecting basic data for the system.

d. Chapter 4, Glossary, contains terms and definitions for VEIS.

e. The Supplement contains all the documentation generated for the State of California demonstration. In part, this documentation includes: collection forms and instructions, functional and technical flow charts, COBOL programs, and sample printouts.

CHAPTER 1

SYSTEM DESCRIPTION

SYSTEM OBJECTIVES

The system objectives for VEIS are grouped into two basic operating areas: Federal-level reporting requirements and State-level reporting requirements.

The Federal-level reporting requirements represent the prime objectives of the system. These objectives are met by the generation of a series of financial and statistical reports which are forwarded to the U.S. Office of Education. These data are presently prepared and processed using manual techniques and submitted to the U.S. Office of Education as part of the Federal "green forms." With the implementation of VEIS, these data will be machine processed, placed on magnetic tapes, and forwarded to the U.S. Office of Education. The U.S. Office of Education will establish a Data Bank consisting of vocational education data that will be available for preparing reports for other Federal agencies, State Departments of Education, and schools at local levels.

The State-level reporting requirements represent a secondary or supplementary objective of the system. The data collected primarily for use in the preparation of Federal-level reports can be used for the preparation of local-interest statistical reports for various operating groups at the State, Regional, District and school levels. Because the system lends itself to expansion, modifications can accommodate the increasing data collection and processing demands created as vocational education programs continue to grow.

The states will also establish a Data Bank that will serve as a basis for many State and local reports. Examples of such reports include:

a. Reimbursement factors

b. Enrollment trends and projections

c. Expenditures for specific programs, schools, regions, etc.

d. Statistical reports for other State departments

Another adjunct of this system is that the reporting procedures within a given State will gain a degree of uniformity. That is, the various State vocational education organizations (usually organized along the lines of major vocational education programs) will be required to report through a universal system instead of individual reporting divisions.

As shown in the frontispiece, VEIS is divided into three functional reporting levels: local, intermediate, and State. The reporting levels have been selected in an attempt to relate the originator of basic data to a particular reporting level (data source). Whether the data originates at a school and is forwarded directly to the State or whether it is first sent to an intermediate collection agency, is immaterial. The actual flow will be dictated by the availability of peripheral computer equipment; such as, key punches, card readers, and tapes, etc. The important element in the flow of data is that the basic data, either on cards, tape, or original collection forms, must be presented to the State-level in an accurate and usable form. To this end, the VEIS collection forms were designed. Table 1 lists the VEIS collection forms by number and title, identifies the reporting levels that must complete the forms, and briefly describes the purpose of each form. The actual forms and instructions are included in Chapter 3.

LOCAL-LEVEL REPORTING SECTION

The local-level reporting section is comprised of individual schools and/or school districts. The VEIS collection forms that originate at this level are included in Table 1.

The forms that originate within a school should be checked by a school administrator familiar with both the State and U.S. Office of Education reporting requirements and with the mechanics of VEIS. The school administrator should check for conformance to instructions and uniformity in the interpretation of instructions, especially in those schools where a unique situation may require supplementary instructions to all respondents.

If all the staff information is available at a central school (or school district) data despository, it may not be necessary for individual staff members to actually complete Staff Activity forms: the data could be entered on the forms by office personnel. The method used

Table 1. VEIS Collection Forms

No.	Title	Reporting Levels			Purpose
		Loc.	Reg.	State	
1	Professional Staff Record for Vocational Education	X	X	X	Collects statistical information about vocational education personnel.
2	Follow-Up of Enrollees in Cooperative and Preparatory Vocational Education Programs	X			Collects statistical data on students that have completed various programs within a specific school.
3	Status of Professional Staff Training in Vocational Education	X			Collects statistical information about teacher training and administrative training programs.
4	Project Status and Expenditures of Area Vocational School Construction	X			Collects school construction statistics.
5	School Instructional Expenditures for Vocational Education - by Program	X			Collects specific school financial data as related to instruction in vocational education programs.
6	School Ancillary Service Expenditures for Vocational Education - by Program	X			Collects specific school financial data as related to ancillary services and work study in vocational education programs.
7	Expenditure of Federal Funds for State Board and State Teacher Education and Local Boards of Education for Vocational Education - by Program			X	Collects summary financial data related to the expenditure of Federal funds for State Board activities, State Teacher Education programs, and Local Boards of Education for vocational education.
8	Expenditure of State Funds for State Board and State Teacher Education and Local Boards of Education for Vocational Education - by Program			X	Collects summary financial data related to the expenditure of State funds for State Board activities, State Teacher Education programs, and Local Boards of Education for vocational education.

Table 1. VEIS Collection Forms (Cont)

No.	Title	Reporting Levels			Purpose
		Loc.	Reg.	State	
9	Expenditure of State and/or Local Funds for Vocational Education -- by Federal Act and Purpose			X	Collects summary financial data related to the expenditure of State and Local funds for vocational education.
10	Expenditure of Federal VEA '63 Funds for Vocational Education - by Purpose			X	Collects summary financial data related to the expenditure of Federal Vocational Education Act of 1963 funds for vocational education.
11	Financial Statement of Federal Funds for Vocational Education			X	Collects summary financial data related to the status of Federal funds received by the State through Federal Acts.
12	Staff Header Card for Vocational Education, Administrative Organization Unit	X	X	X	Identifies deck of punched cards for a particular reporting unit.

to collect staff data is under the jurisdiction of the employing agency (school or school district).

After the data on the collection forms is transferred to punched cards, the original forms will be returned to the schools for their files. Once the data is on cards, the schools can request specific staff information from the State and updating of personnel files becomes a simple matter. As a result, the schools, as well as various State agencies, are provided with a ready source of data for reports and studies.

INTERMEDIATE-LEVEL REPORTING SECTION

The intermediate-level reporting section functions as an intermediate collection and processing agency for VEIS. All the forms completed by the local schools and school districts are forwarded to this location. The number of intermediate centers within a State will be determined by the State Department of Education. In determining the number and location of these centers, the following points should be considered:

a. Existing regional organization for vocational education

b. Availability of card readers, punches, and tape units

c. Cost considerations, such as whether to set up intermediate centers or feed data directly to the State.

Depending upon the facilities available, the data is either keypunched, verified, and put on magnetic tape as unbatched records or the data is only keypunched and verified. Regional administrators complete Staff Activity forms and place this data in VEIS. After all the forms have been properly processed, the magnetic tape and/or punched cards are forwarded to the State Department of Education and the forms (basic data) returned to the local schools for their files.

STATE-LEVEL REPORTING SECTION

As shown in the frontispiece, the output developed at the intermediate-level is forwarded to the State-level reporting section. The State-level, in addition to being a functional reporting level, is also responsible for the preparation of all Federal and State reports developed from the raw data collected in VEIS. The majority of the computations and reports are prepared with the use of a computer and peripheral equipment located in the Data Processing Central.

Data received from the intermediate-level arrives either on magnetic tape or punched cards. Data on cards are written on magnetic tape at the State-level. State administrators, like all other vocational education personnel, complete Staff Activity forms. In addition, Financial Summary forms are prepared by State-level personnel. All the basic data entered into the system at the State-level is keypunched, verified, and written on tape. This data, together with regional inputs, comprise an input file of unbatched records for the Data Processing Central. Other inputs to the Central that are prepared at the State-level are parameter cards, used primarily for determining reimbursement factors, and search cards, used to select computer programs from the master file.

DATA PROCESSING CENTRAL

All the data processing functions necessary to compute reimbursement; to reduce the voluminous quantity of staff, school, and vocational education program statistics; and to prepare various financial statements are performed by the Data Processing Central. The Date Processing Central consists of 1) a high-speed digital computer, operated under stored program control, that employs a large readily accessible file and 2) peripheral equipment that includes a card reader or paper tape reader, magnetic tape adapters, and a high-speed printer (and possibly an on-line typewriter). For purposes of categorizing outputs, the Date Processing Central is divided into three subsystems: statistical, financial, and accessory.

Access to the computer (figure 1) is accomplished through the use of two sets of punched cards: search and parameter. Together, these cards are referred to as control cards. The search cards select the computer program which is stored in the master file, and the parameter cards are used to insert variable data into the system. The computer output consists of a series of Federal and State reports that are written on magnetic tapes for off-line printing; or, if the capability exists, an on-line hard-copy printout can be obtained. The Federal file, containing summary data that meets Federal reporting requirements, is forwarded to the U.S. Office of Education and the State file (Staff Data Bank and Program Data Bank) is retained for use in preparing reports for use by the State and school districts.

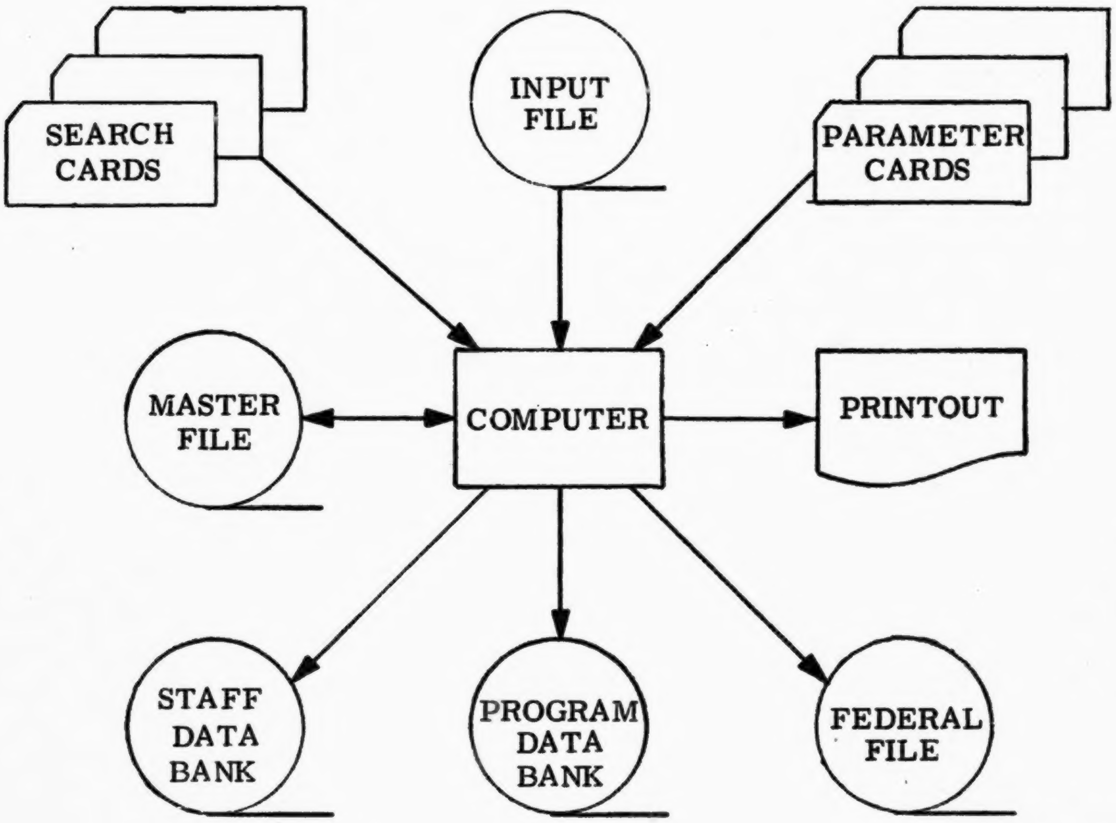

SEARCH CARDS
INPUT FILE
PARAMETER CARDS
MASTER FILE
COMPUTER
PRINTOUT
STAFF DATA BANK
PROGRAM DATA BANK
FEDERAL FILE

Figure 1. Computer Input/Output Flow Diagram

CHAPTER 2

SYSTEM DESIGN SPECIFICATIONS

This chapter contains the system design specifications for the universal VEIS. The chapter is divided into three sections, each keyed to one of the three subsystems (statistical, financial, and accessory) that comprise the Data Processing Central. Each section, in turn, describes the computer programs used to prepare specific report forms or to perform intermediate processing tasks required to meet Federal and internal State reporting requirements. The design specifications are presented in the form of input/output diagrams, functional flow charts, input and output tape formats, and printout formats.

SECTION 1

STATISTICAL SUBSYSTEM

The primary function of the Statistical subsystem (figure 2) is to facilitate retrieval and processing operations by pre-editing, pre-sorting, stamping, and packing the professional staff information that is stored in the Input File (magnetic tape). By rearranging the data, the input files are converted to a form suitable for further processing by the Statistical Subsystem as well as other subsystems. As the data is processed, controls for the total number of input records and the number of errors that are detected will be printed out on an on-line typewriter or printer. Unidentified professional staff data and records will also appear on the printed output.

The programs to retrieve the data in the Input File are stored on a magnetic tape, the Master File. Search cards are used to select a program from the Master File and load the program into core. All computer operations are controlled by an Executive Program that performs the following major functions:

a. Call-in and transfer control to the requested programs

b. Inform computer operator of the program assignment

c. Inform the user of any unforeseen or unusual conditions

Parameter cards are used to read in and store additional information needed to compute the reimbursement factors. This information is stored in an accessible memory in the computer and is referred to as the Look-Up Table. This table contains approximately 1,000 codes for comparing staff activities to funds provided by the Federal Acts (George-Barden, Smith-Hughes, and Vocational Education Act of 1963). The number of codes in the Look-Up Table is determined by the subdivisions used to categorize activities to Federal funds.

The Input File is read, record by record, and all the activities reported by the professional staff are check against the Look-Up Table to determine if the activity is reimbursable.

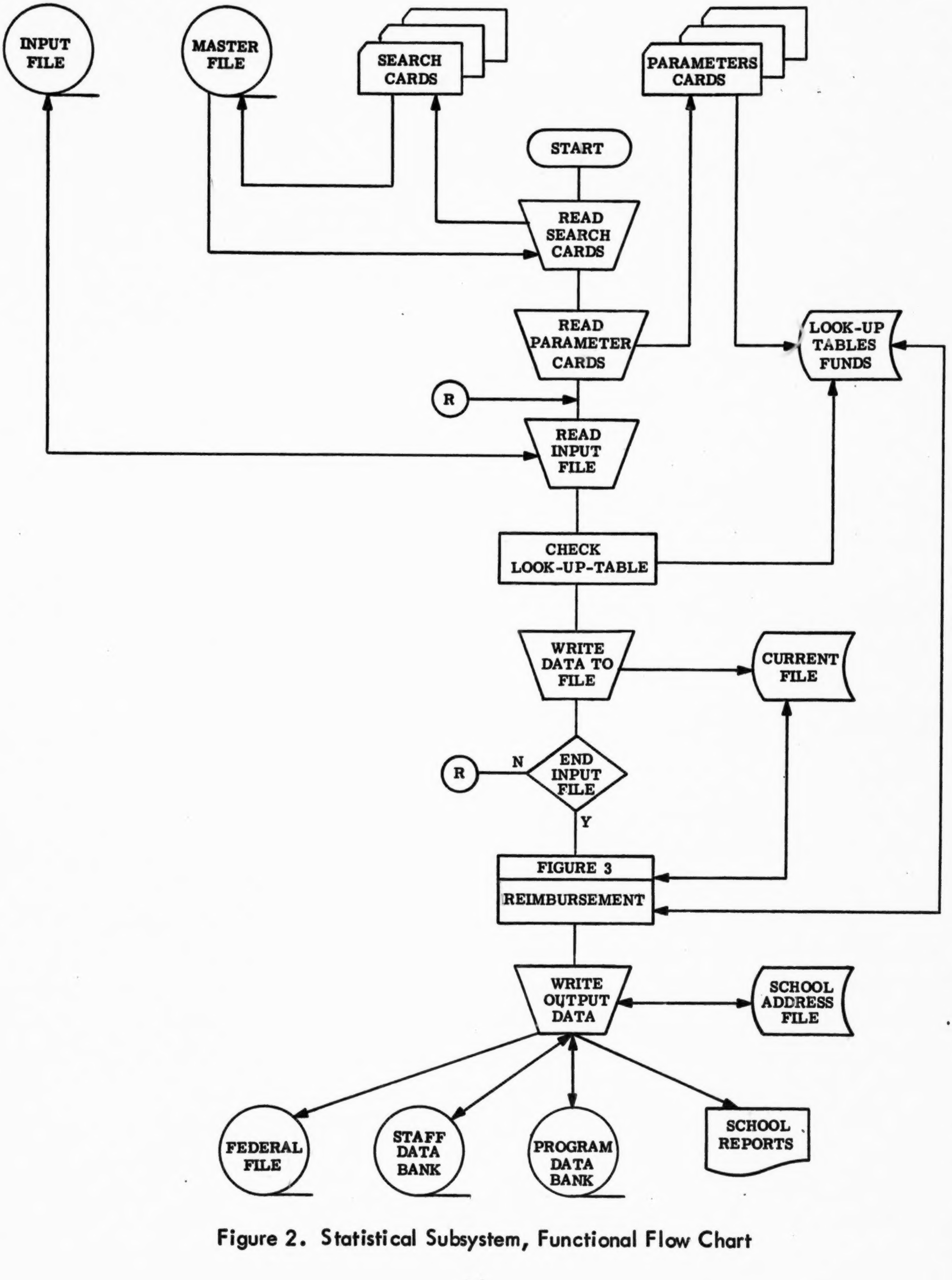

INPUT FILE
MASTER FILE
SEARCH CARDS
PARAMETERS CARDS
START
READ SEARCH CARDS
READ PARAMETER CARDS
LOOK-UP TABLES FUNDS
R
READ INPUT FILE
CHECK LOOK-UP-TABLE
WRITE DATA TO FILE
CURRENT FILE
R
N
END INPUT FILE
Y
FIGURE 3
REIMBURSEMENT
WRITE OUTPUT DATA
SCHOOL ADDRESS FILE
FEDERAL FILE
STAFF DATA BANK
PROGRAM DATA BANK
SCHOOL REPORTS

Figure 2. Statistical Subsystem, Functional Flow Chart

If it is, the activity is labeled with a BG, SH, or VE (George-Barden, Smith-Hughes, or Vocational Education Act of 1963) to identify the source of Federal funds. When all the input records have been processed, the reimbursement data is tallied, compared to total available Federal funds, and the reimbursement factors computed. After the reimbursement factors have been determined, the School Block of data (part of the Current File) is read into core, and the actual reimbursement for each Federal fund is printed out, as well as the total reimbursement for each school, each school district, each region, and a State total. Cumulative reimbursement totals by Federal fund and staff assignments are stored for use by other programs.

The Current File (disk file or drum) is divided into two files: Program and Staff. Provision should be made for a storage capacity for a minimum of 100,000 characters. The Program File contains all the information pertaining to a specific vocational education program; the Staff File contains information pertaining to staff members.

The School Address File (disk file or drum) contains school codes and school names and addresses. Provision should be made for a storage capacity of 50,000 characters minimum. This file is used to cross-reference school codes to school names and addresses and will be printed out with each reimbursement report.

STAFF ACTIVITY AND REIMBURSEMENT COMPUTATIONS PROGRAM

The Staff Activity section of the Staff Activity and Reimbursement Program pre-edits and pre-sorts the Input Files. The output developed by the Staff Activity Program is written on two tapes. One tape is referred to as the Staff Data Bank and the second, as the Program Data Bank. The data for these tapes originates with report Input Form VEIS-1, Parts I and II. A functional flow diagram of this program is shown in figure 3.

The output tape format for the Staff Data Bank is shown in figure 4. The Staff Block contains data on staff members employed at the school district, regional, or State levels. The first record of information within this block consists of 80 characters that identify the employing agency. This identification is obtained from the Staff Header Card (Input Form VEIS-12). The School Staff Block contains data on all the staff members (except teachers), and the Teacher Block contains the data on teachers for a school identified in the School Header Block. The number of characters in each Staff Block, School Staff Block, and Teacher Block will never exceed 10,000 characters.

The output tape format for the Program Data Bank is shown in figure 5. The Program Block by Teacher and Courses consists of variable length records. Input Form VEIS-1, Part II is the source of the variable basic data which will vary in size from 140 to 560 characters. Each Program Block lists all the teachers working in a given program and each of the activities for the teacher. The number of characters in each block will not exceed 10,000 characters.

The Reimbursement portion of the Staff Activity and Reimbursement Program computes the reimbursement factors from computational factors on the parameter cards and results obtained from the Staff Activity Section of this program. After the reimbursement factor is determined the Staff Data Bank is read and the reimbursement is computed for each reimbursable activity and summarized by the school, district, region and State. This summarized data is written on magnetic tape in the form of reports and can be printed on- or off-line.

SCHOOL-TYPE PROGRAM

The School-Type Program reads the Staff Data Bank and tallies the number of schools and/or agencies involved in vocational education. The listing developed is by vocational program, by type of school, and by type of program. The functional flow diagram of this program is shown in figure 6. The program produces two outputs: a magnetic tape that becomes part of the Federal File and a hard-copy output (figure 7).

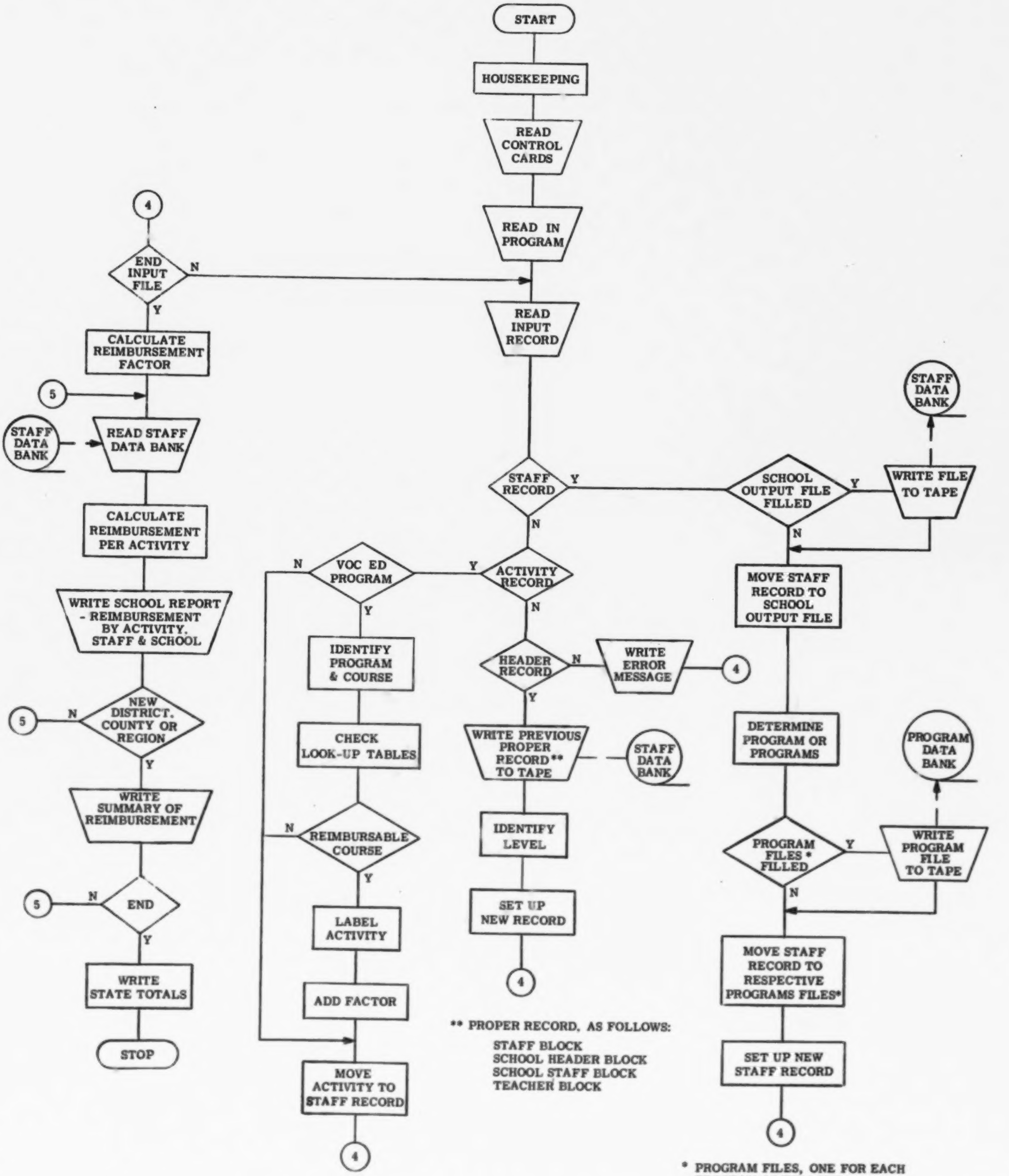
PERSONNEL PROGRAM

The Personnel Program develops two files from the Staff Data Bank: teacher and State, and local administrators. The teacher file consists of types of teachers, vocational education programs, and types of programs. The administrator's flow chart for this program is shown in figure 8. The program produces two files that become part of the Federal File and a hard-copy output (figures 9 and 10).

STUDENT ENROLLMENT PROGRAM

The Student Enrollment Program reads the Program Data Bank and tallies the number of students by instructional program, instructional course, instructional grade, and sex.

The functional flow diagram for this program is shown in figure 11. The program produces two outputs: a magnetic tape that becomes part of the Federal File and a hard-copy output (figure 12).


START
HOUSEKEEPING
READ CONTROL CARDS
READ IN PROGRAM
READ INPUT RECORD
STAFF RECORD
Y
N
SCHOOL OUTPUT FILE FILLED
Y
N
WRITE FILE TO TAPE
STAFF DATA BANK
MOVE STAFF RECORD TO SCHOOL OUTPUT FILE
ACTIVITY RECORD
Y
N
VOC ED PROGRAM
N
Y
IDENTIFY PROGRAM & COURSE
CHECK LOOK-UP TABLES
REIMBURSABLE COURSE
N
Y
LABEL ACTIVITY
ADD FACTOR
MOVE ACTIVITY TO STAFF RECORD
4
HEADER RECORD
N
Y
WRITE ERROR MESSAGE
4
WRITE PREVIOUS PROPER RECORD** TO TAPE
STAFF DATA BANK
IDENTIFY LEVEL
SET UP NEW RECORD
4
DETERMINE PROGRAM OR PROGRAMS
PROGRAM FILES * FILLED
Y
N
WRITE PROGRAM FILE TO TAPE
PROGRAM DATA BANK
MOVE STAFF RECORD TO RESPECTIVE PROGRAMS FILES*
SET UP NEW STAFF RECORD
4
4
END INPUT FILE
N
Y
CALCULATE REIMBURSEMENT FACTOR
5
STAFF DATA BANK
READ STAFF DATA BANK
CALCULATE REIMBURSEMENT PER ACTIVITY
WRITE SCHOOL REPORT - REIMBURSEMENT BY ACTIVITY, STAFF & SCHOOL
5
N
NEW DISTRICT, COUNTY OR REGION
Y
WRITE SUMMARY OF REIMBURSEMENT
5
N
END
Y
WRITE STATE TOTALS
STOP

** PROPER RECORD, AS FOLLOWS:

STAFF BLOCK
SCHOOL HEADER BLOCK
SCHOOL STAFF BLOCK
TEACHER BLOCK

* PROGRAM FILES, ONE FOR EACH PROGRAM AS FOLLOWS:

AGR
BUS
OFF
TEC
T-I
H-M
HEALTH

Figure 3. Staff Activity and Reimbursement Computations, Functional Flow Chart

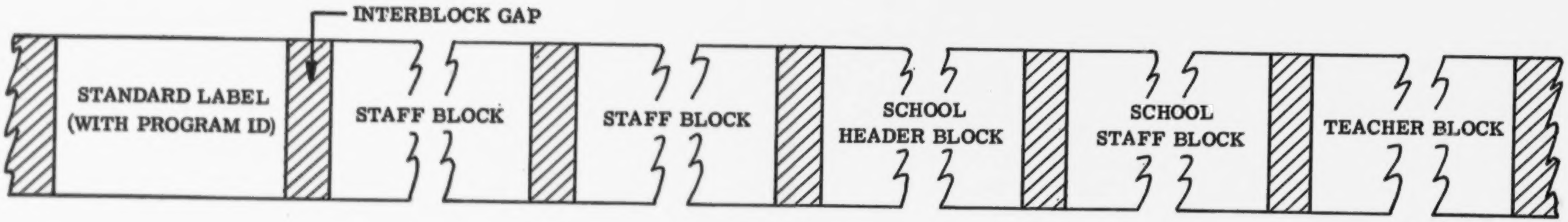

INTERBLOCK GAP
STANDARD LABEL (WITH PROGRAM ID)
STAFF BLOCK
STAFF BLOCK
SCHOOL HEADER BLOCK
SCHOOL STAFF BLOCK
TEACHER BLOCK

Figure 4. Staff Data Bank Tape Format

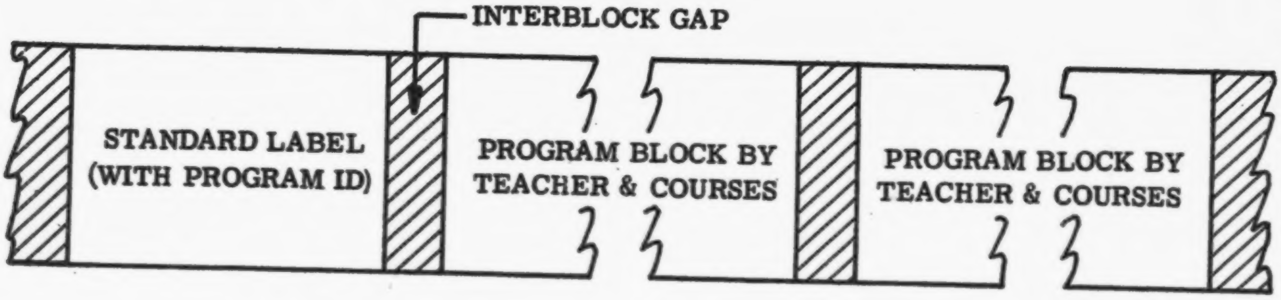
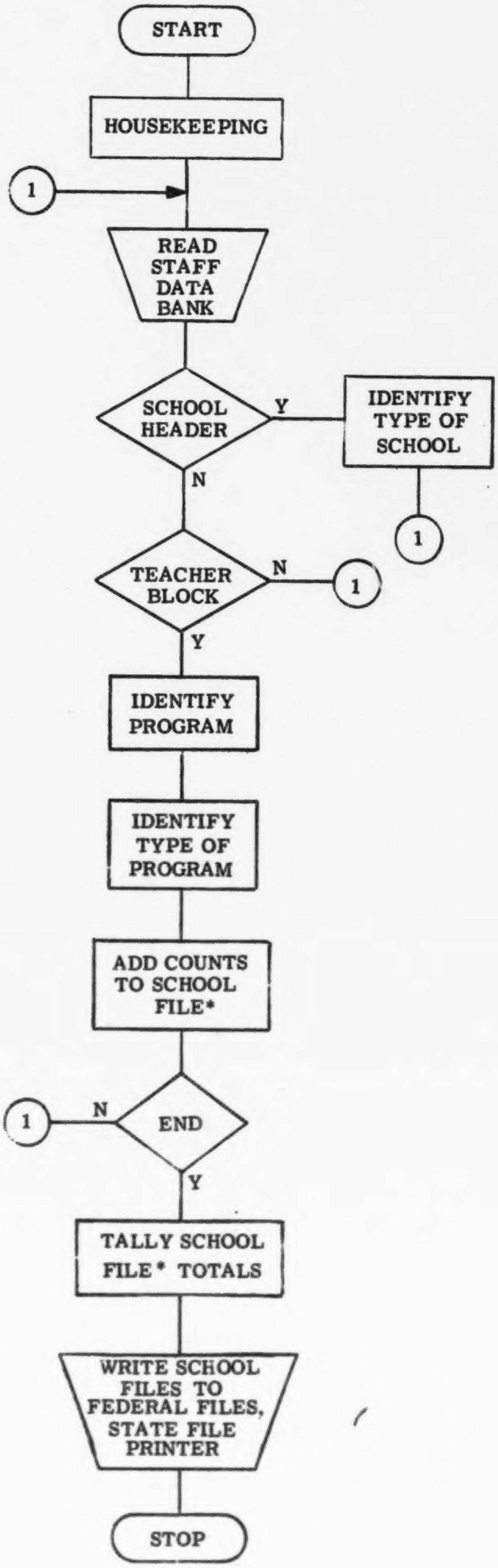

INTERBLOCK GAP
STANDARD LABEL (WITH PROGRAM ID)
PROGRAM BLOCK BY TEACHER & COURSES
PROGRAM BLOCK BY TEACHER & COURSES

Figure 5. Program Data Bank Tape Format


START
HOUSEKEEPING
1
READ STAFF DATA BANK
SCHOOL HEADER
Y
IDENTIFY TYPE OF SCHOOL
1
N
TEACHER BLOCK
N
1
Y
IDENTIFY PROGRAM
IDENTIFY TYPE OF PROGRAM
ADD COUNTS TO SCHOOL FILE*
END
N
1
Y
TALLY SCHOOL FILE* TOTALS
WRITE SCHOOL FILES TO FEDERAL FILES, STATE FILE PRINTER
STOP

* SCHOOL FILE: 850 CHARACTERS

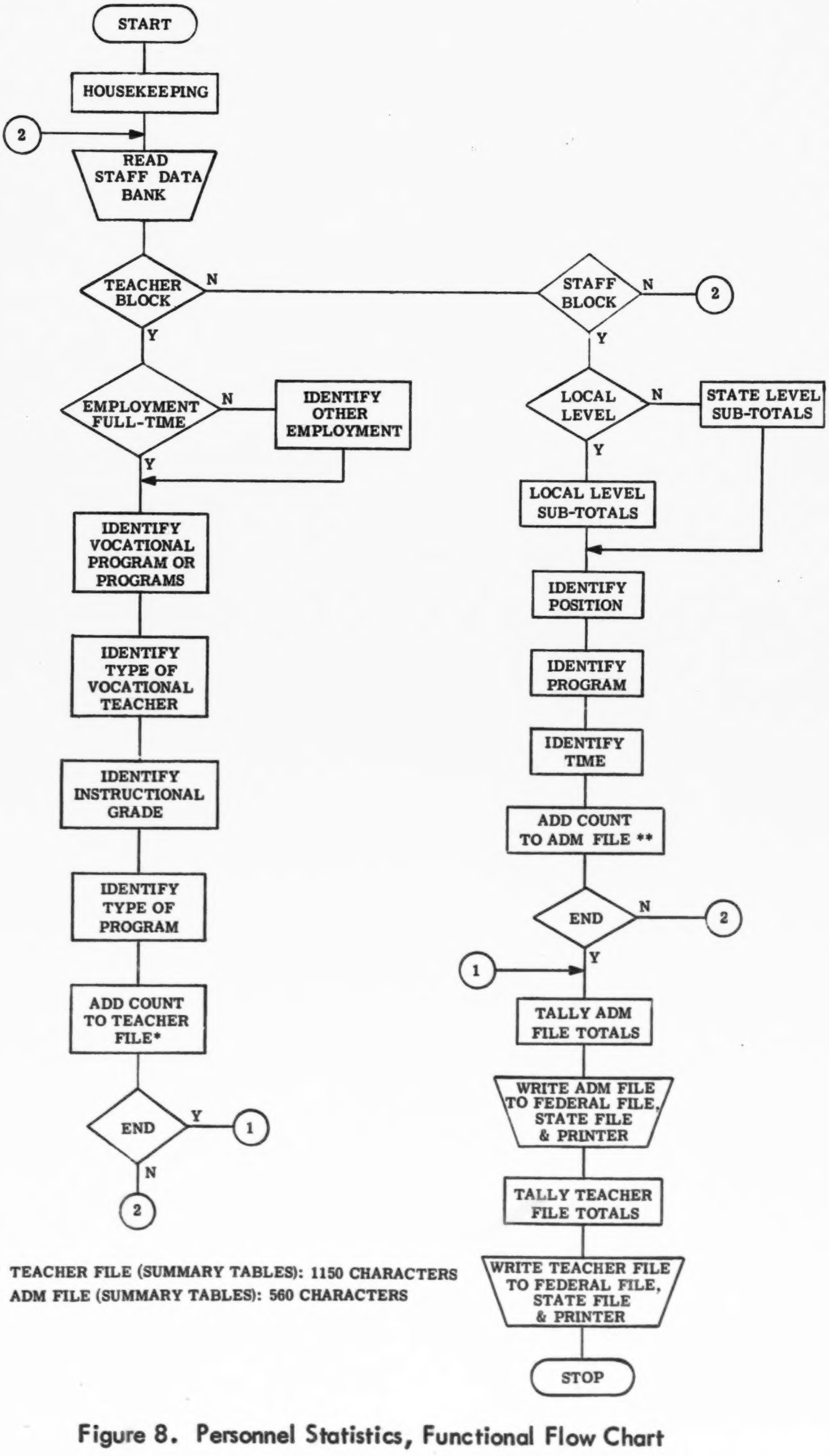
Figure 6. School-Type Statistics, Functional Flow Chart

NUMBER AND TYPE OF SCHOOLS OFFERING VOCATIONAL EDUCATION PROGRAMS

VOCATIONAL PROGRAMS	TYPE OF PROGRAM	VOCATIONAL AND/OR TECHNICAL (SECONDARY)		TECHNICAL VOCATIONAL (LOCAL)	COMMUNITY OR JUNIOR COLLEGE	UNIVERSITY OR COLLEGE	REGULAR OR COMPREHENSIVE SECONDARY SCHOOL	COMBINATION SECONDARY POST-SECONDARY VOCATIONAL TECHNICAL SCHOOL	UNDER CONTIACT	TOTAL SCHOOLS PER PROGRAM (UNDUPLICATED COUNT)
		AREA OR REGIONAL	LOCAL							
		(4)*	(4)*	(4)*	(4)*	(4)*	(4)*	(4)*	(4)*	(5)*
A. AGRICULTURE	ADULT									
	COOPERATIVE									
	PREPARATORY									
B. DISTRIBUTION	ADULT									
	COOPERATIVE									
	PREPARATORY									
C. HEALTH	ADULT									
	COOPERATIVE									
	PREPARATORY									
D. HOME ECONOMICS	ADULT									
	COOPERATIVE									
	PREPARATORY									
E. OFFICE	ADULT									
	COOPERATIVE									
	PREPARATORY									
F. TECHNICAL	ADULT									
	COOPERATIVE									
	PREPARATORY									
G. TRADES & INDUSTRY	ADULT									
	COOPERATIVE									
	PREPARATORY									
H. NUMBER OF SCHOOLS OFFERING ONE OR MORE TYPES OF PROGRAMS (UNDUPLICATED COUNT)										
I. TOTAL NU[illegible] SCHOOLS (UNDUPLICATED COUNT)										

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 7. Number and Type of Schools Offering Vocational Education Programs, Printout Format


START
HOUSEKEEPING
2
READ STAFF DATA BANK
TEACHER BLOCK
N
Y
EMPLOYMENT FULL-TIME
N
IDENTIFY OTHER EMPLOYMENT
Y
IDENTIFY VOCATIONAL PROGRAM OR PROGRAMS
IDENTIFY TYPE OF VOCATIONAL TEACHER
IDENTIFY INSTRUCTIONAL GRADE
IDENTIFY TYPE OF PROGRAM
ADD COUNT TO TEACHER FILE*
END
Y
1
N
2
STAFF BLOCK
N
2
Y
LOCAL LEVEL
N
STATE LEVEL SUB-TOTALS
Y
LOCAL LEVEL SUB-TOTALS
IDENTIFY POSITION
IDENTIFY PROGRAM
IDENTIFY TIME
ADD COUNT TO ADM FILE **
END
N
2
Y
1
TALLY ADM FILE TOTALS
WRITE ADM FILE TO FEDERAL FILE, STATE FILE & PRINTER
TALLY TEACHER FILE TOTALS
WRITE TEACHER FILE TO FEDERAL FILE, STATE FILE & PRINTER
STOP

* TEACHER FILE (SUMMARY TABLES): 1150 CHARACTERS

** ADM FILE (SUMMARY TABLES): 560 CHARACTERS

Figure 8. Personnel Statistics, Functional Flow Chart

NUMBER OF STATE PERSONNEL AND LOCAL ADMINISTRATORS IN VOCATIONAL EDUCATION

TYPE OF POSITION	TOTAL ALL OCCUPATIONAL CLASSIFICATIONS (UNDUPLICATED COUNT) (5)*	PERSONS SERVING ALL CLASSIFICATIONS (5)*	AGRICULTURE		DISTRIBUTION		HEALTH		HOME ECONOMICS		OFFICE		TECHNICAL		TRADES & INDUSTRY	
			FULL-TIME (4)*	PART-TIME (4)*	FULL-TIME (4)*	PART-TIME (4)*	FULL-TIME (4)*	PART-TIME (4)*	FULL-TIME (4)*	PART-TIME (4)*	FULL-TIME (4)*	PART-TIME (4)*	FULL-TIME (4)*	PART-TIME (4)*	FULL-TIME (4)*	PART-TIME (4)*
A. STATE LEVEL (SUB-TOTAL)																
B. DIRECTOR (AREA)																
C. SUPERVISOR																
D. ASSISTANT SUPERVISOR																
E. CURRICULUM SPECIALIST																
F. RESEARCH SPECIALIST																
G. YOUTH SPECIALIST																
H. COUNSELOR																
I. OTHER																
J. LOCAL LEVEL (SUB-TOTAL)																
K. CURRICULUM SPECIALIST																
L. SUPERVISOR OR DIRECTOR																
M. YOUTH SPECIALIST																
N. COUNSELOR																
O. OTHER																
P. GRAND TOTAL																

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

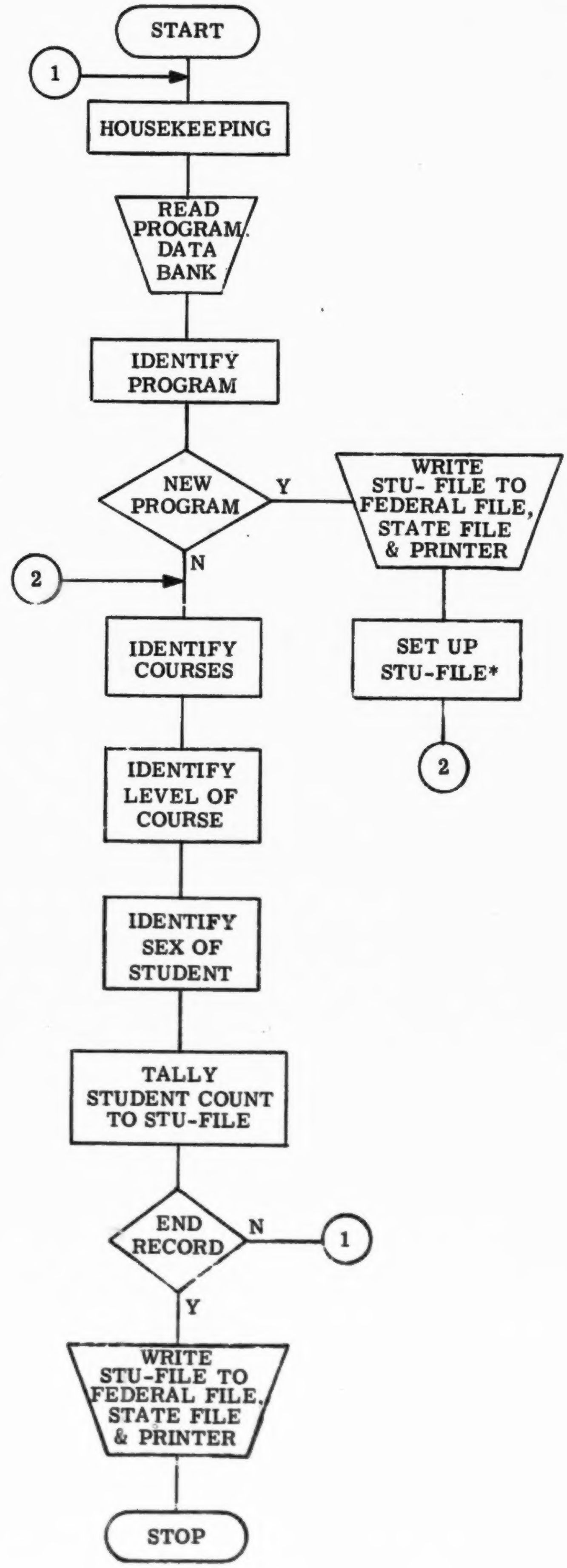
Figure 9. Number of State Personnel and Local Administrators in Vocational Education, Printout Format

NUMBER OF TEACHERS IN VOCATIONAL EDUCATION PROGRAMS

				SECONDARY		POST-SECONDARY		NUMBER OF ADULT TEACHERS				TEACHERS FOR PERSONS WITH SPECIAL NEEDS	
VOCATIONAL PROGRAMS	TYPE OF PROGRAM	TOTAL (UNDUPLICATED COUNT)	TOTAL	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME SECONDARY TEACHERS	PART-TIME POST-SECONDARY TEACHERS	FROM BUSINESS INDUSTRY	FULL-TIME	PART-TIME
		(5)*	(5)*	(4)*	(4)*	(4)*	(4)*	(4)*	(4)*	(4)*	(4)*	(4)*	(4)*
A. AGRICULTURE	COOPERATIVE												
	PREPARATORY												
	SUPPLEMENTARY												
B. DISTRIBUTION	COOPERATIVE												
	PREPARATORY												
	SUPPLEMENTARY												
C. HEALTH	COOPERATIVE												
	PREPARATORY												
	SUPPLEMENTARY												
D. HOME ECONOMICS	COOPERATIVE												
	PREPARATORY												
	SUPPLEMENTARY												
E. OFFICE	COOPERATIVE												
	PREPARATORY												
	SUPPLEMENTARY												
F. TECHNICAL	COOPERATIVE												
	PREPARATORY												
	SUPPLEMENTARY												
G. TRADES & INDUSTRY	COOPERATIVE												
	PREPARATORY												
	SUPPLEMENTARY												
H. WORK STUDY PROGRAM													
I. TOTAL													

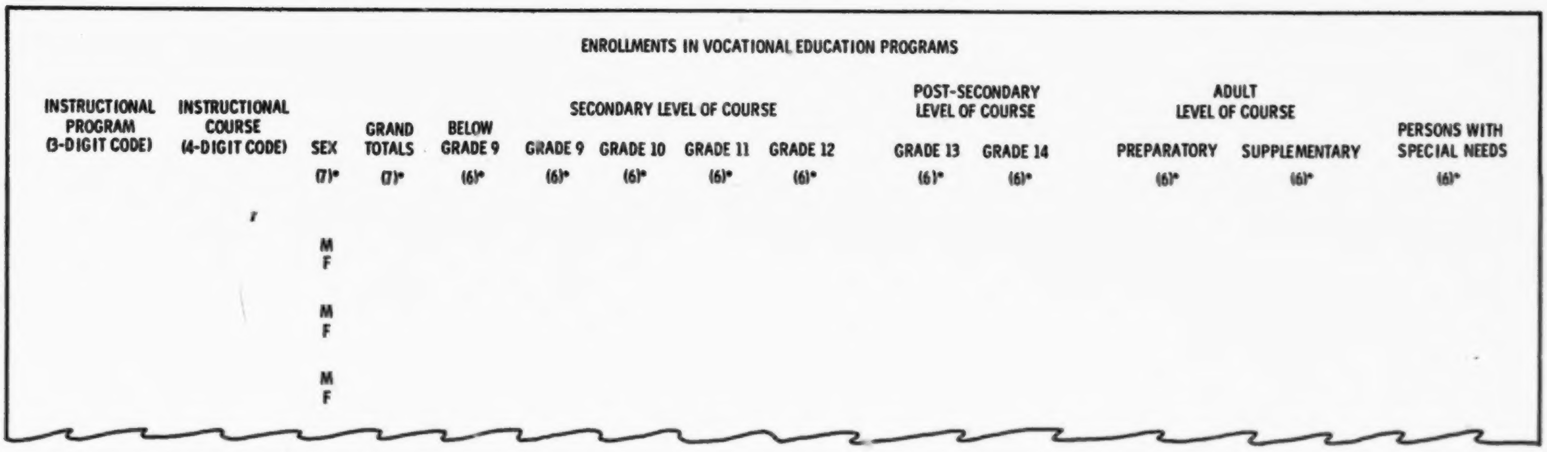
* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 10. Number of Teachers in Vocational Education Programs, Printout Format


START
1
HOUSEKEEPING
READ PROGRAM. DATA BANK
IDENTIFY PROGRAM
NEW PROGRAM
Y
WRITE STU- FILE TO FEDERAL FILE, STATE FILE & PRINTER
N
2
IDENTIFY COURSES
SET UP STU-FILE*
2
IDENTIFY LEVEL OF COURSE
IDENTIFY SEX OF STUDENT
TALLY STUDENT COUNT TO STU-FILE
END RECORD
N
1
Y
WRITE STU-FILE TO FEDERAL FILE, STATE FILE & PRINTER
STOP

* STU-FILE: 5920 CHARACTERS

Figure 11. Student Enrollment, Functional Flow Chart



ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS

					SECONDARY LEVEL OF COURSE				POST-SECONDARY LEVEL OF COURSE		ADULT LEVEL OF COURSE		
INSTRUCTIONAL PROGRAM (3-DIGIT CODE)	INSTRUCTIONAL COURSE (4-DIGIT CODE)	SEX	GRAND TOTALS	BELOW GRADE 9	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13	GRADE 14	PREPARATORY	SUPPLEMENTARY	PERSONS WITH SPECIAL NEEDS
		(7)*	(7)*	(6)*	(6)*	(6)*	(6)*	(6)*	(6)*	(6)*	(6)*	(6)*	(6)*
		M											
		F											
		M											
		F											
		M											
		F											

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 12. Enrollments in Vocational Education Programs, Printout Format

SECTION 2

FINANCIAL SUBSYSTEM

The purpose of the Financial Subsystem is to develop financial statements that will meet existant and future reporting requirements imposed by the U.S. Office of Education on the State Departments of Education. At the present, reporting obligations are fulfilled by means of the following Department of Health, Education and Welfare forms (commonly referred to as "green forms"):

a. OE 4042 – Financial Statement of Federal Funds for Vocational Education

b. OE 4043 – Expenditure of Funds for Vocational Education by Program

c. OE 4044 – Expenditure of Funds for Vocational Education by Purpose

As shown in figure 13, each of the above forms is developed by the Financial Subsystem in the form of three summary tables. The outputs of the subsystem are printouts and a magnetic tape. The printouts are retained by the State for internal use and the tape is forwarded to the U.S. Office of Education as part of the Federal reporting requirements.

Each input record consists of 80 characters and is read and stored in designated locations in the tables. The storage location is identified by the field in the record and by record identification. After each input item is stored, the sub-totals are tallied.

The input requirements and table allocations for each financial output table (Tables 1, 2, and 3) are discussed in the following paragraphs; the data flow within the Financial Subsystems is illustrated in the functional flow chart, figure 14.

EXPENDITURE OF FUNDS BY PROGRAM, TABLE 1 (TAB 1)

The printout and output tape formats for Table 1 are shown in figures 15 and 16, respectively. The inputs for Table 1, and their sources, are listed below:

a. The expenditure of Smith-Hughes, George-Barden, and VEA'63 funds for

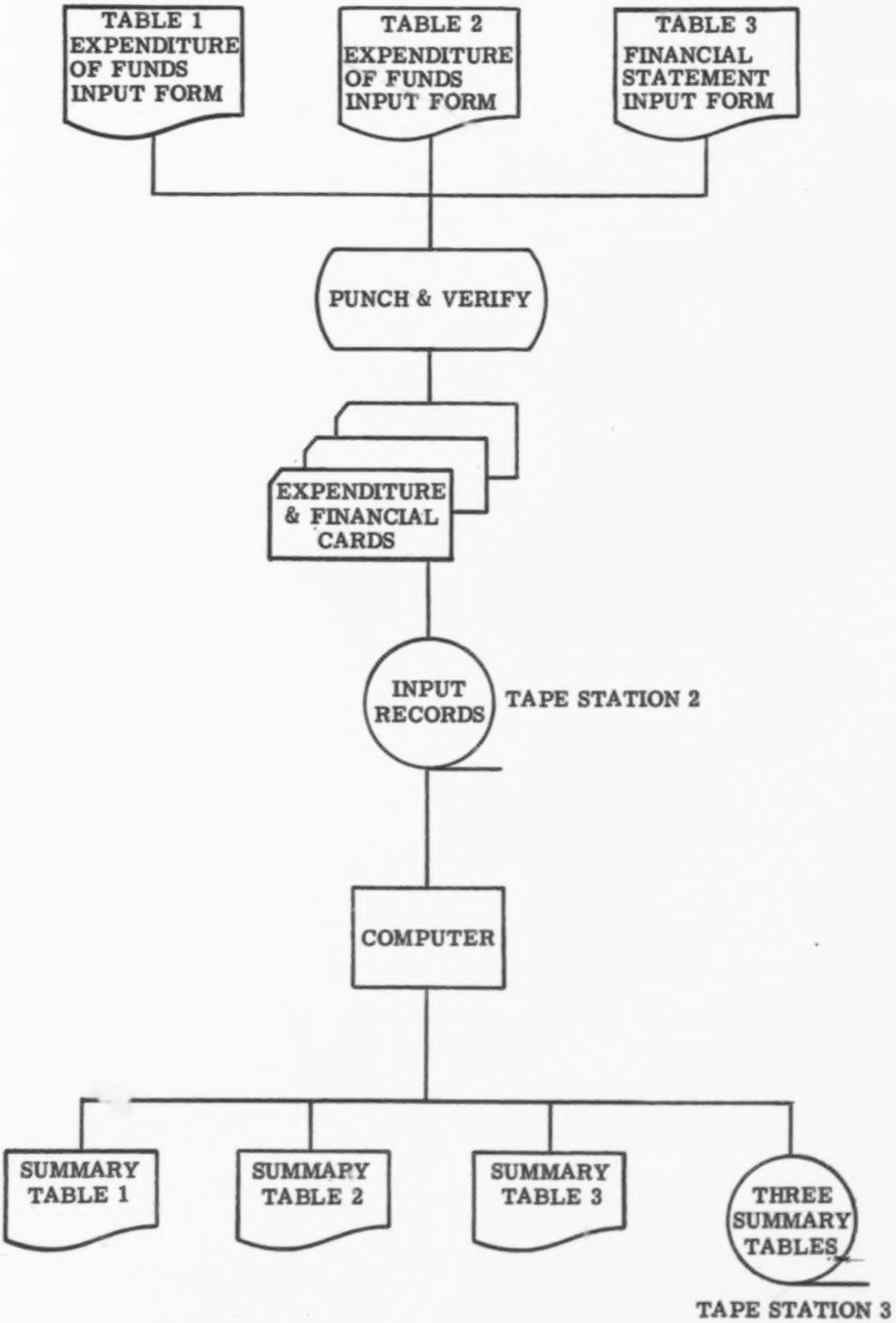


TABLE 1
EXPENDITURE OF FUNDS INPUT FORM
TABLE 2
EXPENDITURE OF FUNDS INPUT FORM
TABLE 3
FINANCIAL STATEMENT INPUT FORM
PUNCH & VERIFY
EXPENDITURE & FINANCIAL CARDS
INPUT RECORDS
TAPE STATION 2
COMPUTER
SUMMARY TABLE 1
SUMMARY TABLE 2
SUMMARY TABLE 3
THREE SUMMARY TABLES
TAPE STATION 3

Figure 13. Financial Subsystem, Input/Output Diagram

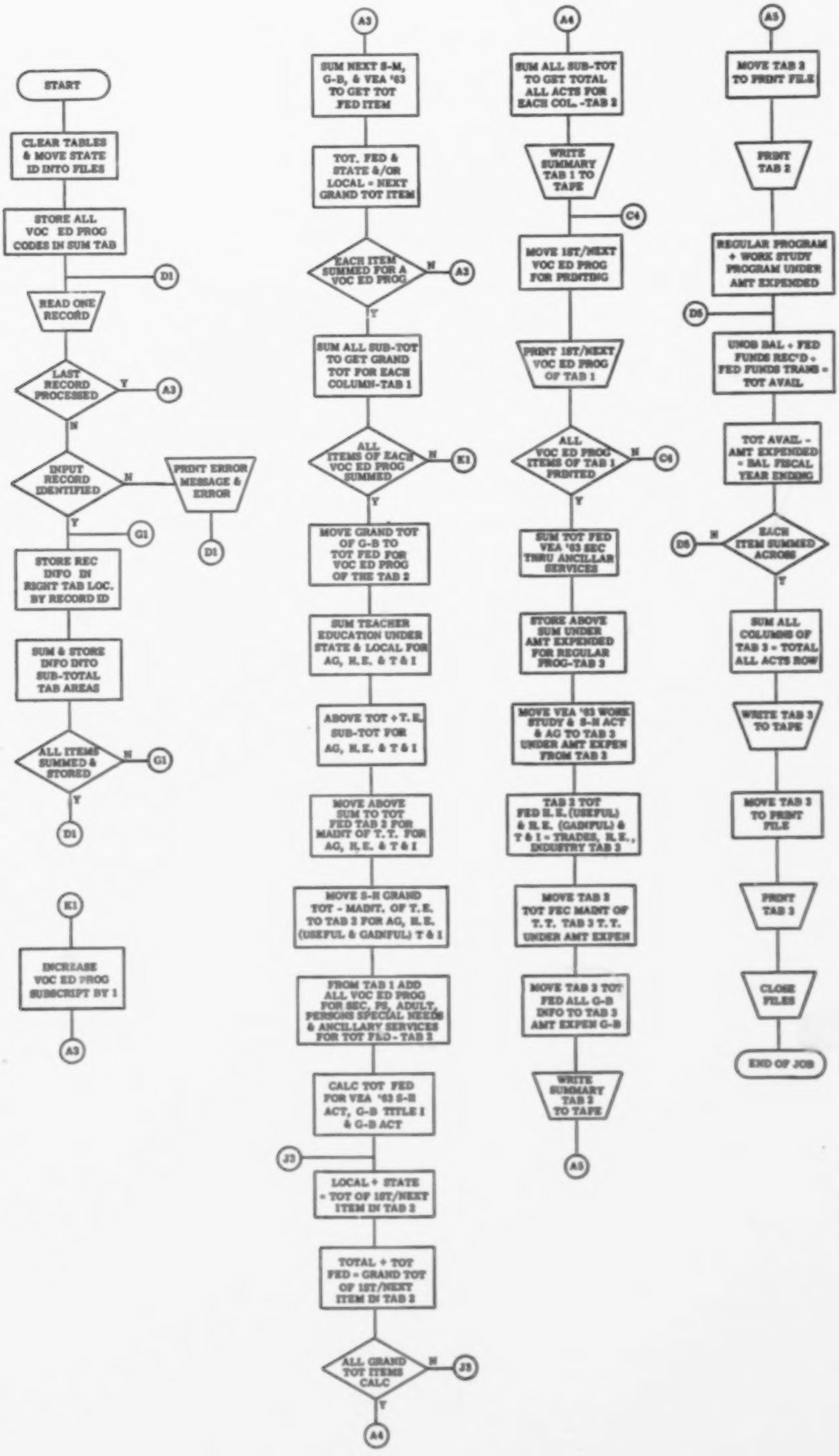

START
CLEAR TABLES & MOVE STATE ID INTO FILES
STORE ALL VOC ED PROG CODES IN SUM TAB
D1
READ ONE RECORD
LAST RECORD PROCESSED
Y
A3
N
INPUT RECORD IDENTIFIED
N
PRINT ERROR MESSAGE & ERROR
D1
Y
G1
STORE REC INFO IN RIGHT TAB LOC. BY RECORD ID
SUM & STORE INFO INTO SUB-TOTAL TAB AREAS
ALL ITEMS SUMMED & STORED
N
G1
Y
D1
K1
INCREASE VOC ED PROG SUBSCRIPT BY 1
A3
A3
SUM NEXT S-M, G-B, & VEA '63 TO GET TOT FED ITEM
TOT. FED & STATE &/OR LOCAL = NEXT GRAND TOT ITEM
EACH ITEM SUMMED FOR A VOC ED PROG
N
A2
Y
SUM ALL SUB-TOT TO GET GRAND TOT FOR EACH COLUMN-TAB 1
ALL ITEMS OF EACH VOC ED PROG SUMMED
N
K1
Y
MOVE GRAND TOT OF G-B TO TOT FED FOR VOC ED PROG OF THE TAB 2
SUM TEACHER EDUCATION UNDER STATE & LOCAL FOR AG, H.E. & T & I
ABOVE TOT + T. E. SUB-TOT FOR AG, H.E. & T & I
MOVE ABOVE SUM TO TOT FED TAB 2 FOR MAINT OF T. T. FOR AG, H.E. & T & I
MOVE S-H GRAND TOT - MAINT. OF T.E. TO TAB 2 FOR AG, H.E. (USEFUL & GAINFUL) T & I
FROM TAB 1 ADD ALL VOC ED PROG FOR SEC, PS, ADULT, PERSONS SPECIAL NEEDS & ANCILLARY SERVICES FOR TOT FED - TAB 2
CALC TOT FED FOR VEA '63 S-H ACT, G-B TITLE I & G-B ACT
J3
LOCAL + STATE = TOT OF 1ST/NEXT ITEM IN TAB 2
TOTAL + TOT FED = GRAND TOT OF 1ST/NEXT ITEM IN TAB 2
ALL GRAND TOT ITEMS CALC
N
J3
Y
A4
A4
SUM ALL SUB-TOT TO GET TOTAL ALL ACTS FOR EACH COL. -TAB 2
WRITE SUMMARY TAB 1 TO TAPE
C4
MOVE 1ST/NEXT VOC ED PROG FOR PRINTING
PRINT 1ST/NEXT VOC ED PROG OF TAB 1
ALL VOC ED PROG ITEMS OF TAB 1 PRINTED
N
C4
Y
SUM TOT FED VEA '63 SEC THRU ANCILLAR SERVICES
STORE ABOVE SUM UNDER AMT EXPENDED FOR REGULAR PROG-TAB 3
MOVE VEA '63 WORK STUDY & S-H ACT & AG TO TAB 3 UNDER AMT EXPEN FROM TAB 2
TAB 2 TOT FED H. E. (USEFUL) & H. E. (GAINFUL) & T & I = TRADES, H. E., INDUSTRY TAB 3
MOVE TAB 2 TOT FEC MAINT OF T. T. TAB 3 T. T. UNDER AMT EXPEN
MOVE TAB 2 TOT FED ALL G-B INFO TO TAB 3 AMT EXPEN G-B
WRITE SUMMARY TAB 2 TO TAPE
A5
A5
MOVE TAB 2 TO PRINT FILE
PRINT TAB 2
REGULAR PROGRAM + WORK STUDY PROGRAM UNDER AMT EXPENDED
D5
UNOB BAL + FED FUNDS REC'D + FED FUNDS TRANS = TOT AVAIL
TOT AVAIL - AMT EXPENDED = BAL FISCAL YEAR ENDING
EACH ITEM SUMMED ACROSS
N
D5
Y
SUM ALL COLUMNS OF TAB 3 = TOTAL ALL ACTS ROW
WRITE TAB 3 TO TAPE
MOVE TAB 3 TO PRINT FILE
PRINT TAB 3
CLOSE FILES
END OF JOB

Figure 14. Financial Subsystem, Functional Flow Chart

EXPENDITURE OF FUNDS FOR VOCATIONAL EDUCATION BY PROGRAM

VOC ED PROGRAM: ______________

	GRAND TOTAL (9)*	STATE/LOCAL (9)*	TOTAL FEDERAL (9)*	SMITH-HUGHES (9)*	GEORGE-BARDEN (9)*	VEA'63 (9)*
GRAND TOTAL (FEDERAL/STATE/LOCAL)						
STATE BOARD VOCATIONAL EDUCATION (SUM)						
ADMINISTRATION						
RESEARCH						
SUPERVISION						
TEACHER EDUCATION						
OTHER ALLOWABLE ITEMS						
STATE TEACHER EDUCATION INSTITUTIONS (SUM)						
TEACHER EDUCATION SALARY(S)						
RESEARCH						
OTHER ALLOWABLE ITEMS						
LOCAL BOARDS OF EDUCATION (SUM)						
ADMINISTRATION SALARY(S)						
RESEARCH						
SUPERVISION						
TEACHER EDUCATION						
OTHER ALLOWABLE ITEMS						
INSTRUCTION (SUM)						
SECONDARY						
POST-SECONDARY						
ADULT						
PERSONS WITH SPECIAL NEEDS						
INSTRUCTIONAL EQUIP AND SUPPLIES (SUM)						
SUPPLIES						
EQUIPMENT						
TRAVEL						
OTHER ALLOWABLE ITEMS						

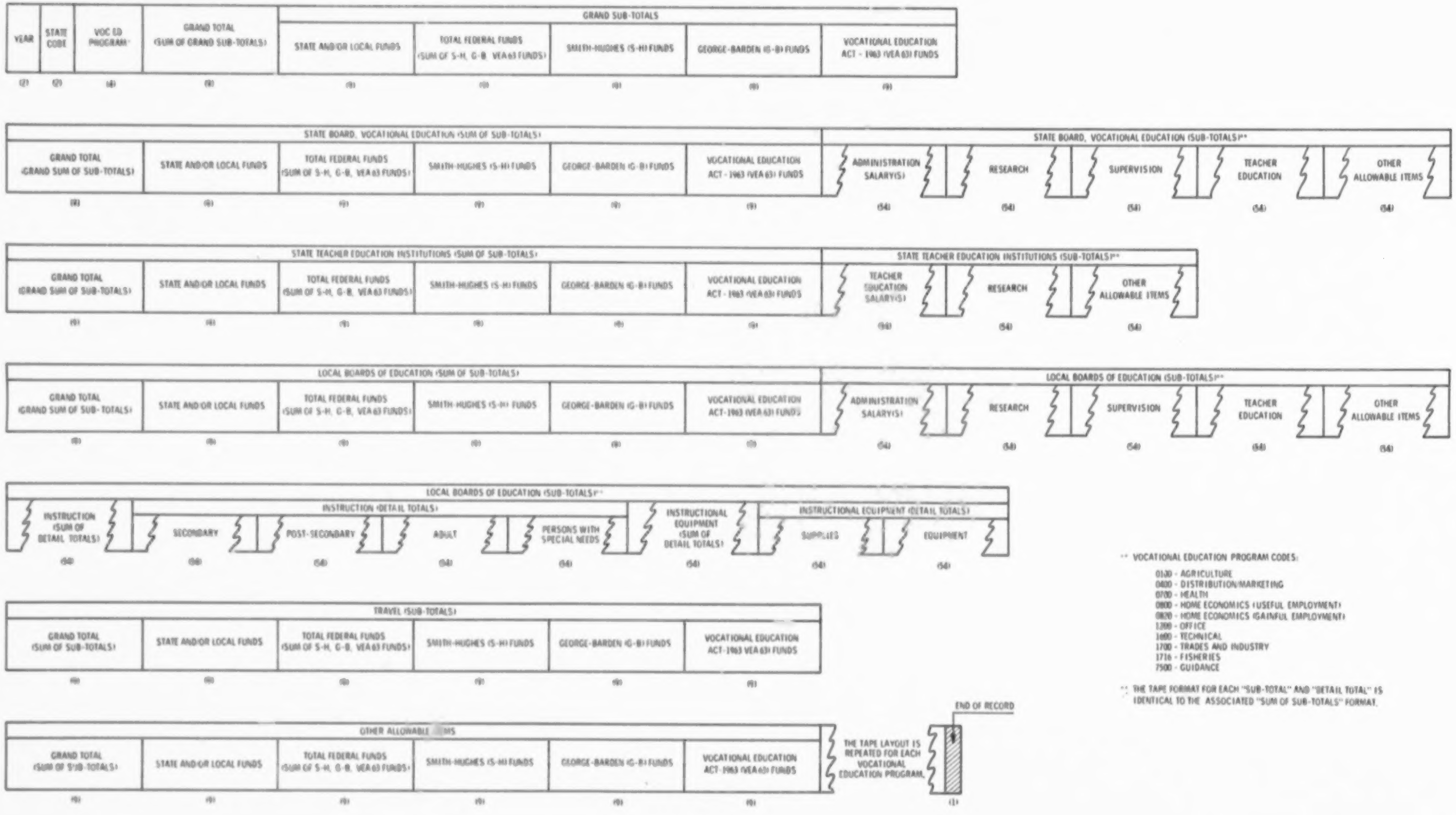
VOC ED PROGRAM: ______________

GRAND TOTAL (FEDERAL/STATE/LOCAL)

OUTPUT FORMAT IS REPEATED FOR EACH OF THE NINE VOCATIONAL EDUCATION PROGRAMS

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 15. Expenditure of Funds for Vocational Education by Program (Table 1), Printout Format


YEAR
STATE CODE
VOC ED PROGRAM**
GRAND TOTAL (SUM OF GRAND SUB-TOTALS)
GRAND SUB-TOTALS
STATE AND/OR LOCAL FUNDS
TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEA 63 FUNDS)
SMITH-HUGHES (S-H) FUNDS
GEORGE-BARDEN (G-B) FUNDS
VOCATIONAL EDUCATION ACT - 1963 (VEA 63) FUNDS
(2) (2) (4) (9) (9) (9) (9) (9) (9)
STATE BOARD, VOCATIONAL EDUCATION (SUM OF SUB-TOTALS)
GRAND TOTAL (GRAND SUM OF SUB-TOTALS)
STATE AND/OR LOCAL FUNDS
TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEA 63 FUNDS)
SMITH-HUGHES (S-H) FUNDS
GEORGE-BARDEN (G-B) FUNDS
VOCATIONAL EDUCATION ACT - 1963 (VEA 63) FUNDS
STATE BOARD, VOCATIONAL EDUCATION (SUB-TOTALS)*'
ADMINISTRATION SALARY(S)
RESEARCH
SUPERVISION
TEACHER EDUCATION
OTHER ALLOWABLE ITEMS
(9) (9) (9) (9) (9) (9) (54) (54) (54) (54) (54)
STATE TEACHER EDUCATION INSTITUTIONS (SUM OF SUB-TOTALS)
GRAND TOTAL (GRAND SUM OF SUB-TOTALS)
STATE AND/OR LOCAL FUNDS
TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEA 63 FUNDS)
SMITH-HUGHES (S-H) FUNDS
GEORGE-BARDEN (G-B) FUNDS
VOCATIONAL EDUCATION ACT - 1963 (VEA 63) FUNDS
STATE TEACHER EDUCATION INSTITUTIONS (SUB-TOTALS)*'
TEACHER EDUCATION SALARY(S)
RESEARCH
OTHER ALLOWABLE ITEMS
(9) (9) (9) (9) (9) (9) (54) (54) (54)
LOCAL BOARDS OF EDUCATION (SUM OF SUB-TOTALS)
GRAND TOTAL (GRAND SUM OF SUB-TOTALS)
STATE AND/OR LOCAL FUNDS
TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEA 63 FUNDS)
SMITH-HUGHES (S-H) FUNDS
GEORGE-BARDEN (G-B) FUNDS
VOCATIONAL EDUCATION ACT-1963 (VEA 63) FUNDS
LOCAL BOARDS OF EDUCATION (SUB-TOTALS)*'
ADMINISTRATION SALARY(S)
RESEARCH
SUPERVISION
TEACHER EDUCATION
OTHER ALLOWABLE ITEMS
(9) (9) (9) (9) (9) (9) (54) (54) (54) (54) (54)
LOCAL BOARDS OF EDUCATION (SUB-TOTALS)*'
INSTRUCTION (SUM OF DETAIL TOTALS)
INSTRUCTION (DETAIL TOTALS)
SECONDARY
POST-SECONDARY
ADULT
PERSONS WITH SPECIAL NEEDS
INSTRUCTIONAL EQUIPMENT (SUM OF DETAIL TOTALS)
INSTRUCTIONAL EQUIPMENT (DETAIL TOTALS)
SUPPLIES
EQUIPMENT
(54) (54) (54) (54) (54) (54) (54) (54)
TRAVEL (SUB-TOTALS)
GRAND TOTAL (SUM OF SUB-TOTALS)
STATE AND/OR LOCAL FUNDS
TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEA 63 FUNDS)
SMITH-HUGHES (S-H) FUNDS
GEORGE-BARDEN (G-B) FUNDS
VOCATIONAL EDUCATION ACT-1963 (VEA 63) FUNDS
(9) (9) (9) (9) (9) (9)
OTHER ALLOWABLE ITEMS
GRAND TOTAL (SUM OF SUB-TOTALS)
STATE AND/OR LOCAL FUNDS
TOTAL FEDERAL FUNDS (SUM OF S-H, G-B, VEA 63 FUNDS)
SMITH-HUGHES (S-H) FUNDS
GEORGE-BARDEN (G-B) FUNDS
VOCATIONAL EDUCATION ACT-1963 (VEA 63) FUNDS
(9) (9) (9) (9) (9) (9)
THE TAPE LAYOUT IS REPEATED FOR EACH VOCATIONAL EDUCATION PROGRAM.
END OF RECORD
(1)

** VOCATIONAL EDUCATION PROGRAM CODES:

0130 - AGRICULTURE
0400 - DISTRIBUTION/MARKETING
0700 - HEALTH
0800 - HOME ECONOMICS (USEFUL EMPLOYMENT)
0820 - HOME ECONOMICS (GAINFUL EMPLOYMENT)
1200 - OFFICE
1600 - TECHNICAL
1700 - TRADES AND INDUSTRY
1716 - FISHERIES
7500 - GUIDANCE

*' THE TAPE FORMAT FOR EACH "SUB-TOTAL" AND "DETAIL TOTAL" IS IDENTICAL TO THE ASSOCIATED "SUM OF SUB-TOTALS" FORMAT.

Figure 16. Expenditure of Funds for Vocational Education by Program, Record Tape Output Format

vocational education personnel is obtained from the Statistical Subsystem (Section 1 of this chapter).

b. The expenditure of Smith-Hughes, George Barden, and VEA'63 funds for supplies, equipment, travel, and other allowable items under State Board Vocational Education, State Teacher Education Institutions, and Local Boards of Education, and Other Allowable Items are obtained from Input Form VEIS-7.

c. Expenditure of State and Local funds is obtained from Input Form VEIS-8. However, it is also possible to utilize the results from the School Ancillary and School Instructional computer programs of the Accessory Subsystem (Section 3 of this chapter). This is accomplished by using the Grand Totals of each collection item obtained through the use of the above programs as the input Grand Total for Table 1 (see figure 15). Then, by subtracting the Total Federal entries in Table 1 from the Grand Total, the State/Local funds for each item is obtained.

The number of fields allocated to Table 1 is determined by the number of collection items, categories of funding information, and vocational education program (Agriculture, Health, Office, etc.) identification. As shown in figure 15, there are twenty-seven collection items (listed in left column of printout) for each of the six categories of funding information (six columns of data). With one field assigned to the vocational program identification and one field for each item, Table 1 consists of 163 fields for one vocational education program:

(6 fields x 27 items) + 1 ID field = 163 fields

If each of the item fields consists of nine characters and the identification field consists of four characters, the total number of characters for one vocational education program consists of 1462 characters:

(162 fields x 9 characters) + 4 character ID = 1462 characters

Therefore, a complete Table 1 consists of 163 fields times the number of vocational education programs reported by a particular State. If the State reports ten programs (maximum number), the table will consist of 1630 fields, or 14,620 characters, plus two fields of two characters each for the year and State codes (figure 15) for a total of 14,624 characters.

If this table and the other two financial tables (Tables 2 and 3) are too large for the available computer, one vocational education program can be processed at a time. Before the processing cycle starts, the input data for Table 1 must first be sorted by vocational education program prior to entering the computer. When a new program code is read, the computer processes the previous program's input and generates an output. All the data for one program, including writing the results on tape and generating a printout, must be processed before clearing the table (163 fields, 1462 characters) and reading the input for the next vocational education program.

To avoid an excessive number of computer program instructions, when summarizing or moving tabular information in core, three levels of subscripting are used. In a 3-level subscript Table 1, the first subscript variable represents the specific vocational education program, the second subscript variable represents each item line, and the third subscript variable represents each column. For example, in figure 15, the first subscript variable is one through ten, representing the maximum number of vocational education programs; the second variable is one through twenty-seven, representing the number of lines in the form; and the third variable is one through six, representing the individual columns on the form. Thus, only one formula with variable entries is necessary to find or move progam sub-totals and grand-totals both vertically and horizontally on the form. Using figure 15, assume

I = vocational education program number
J = item line number
K = column number

then:

Column-entry (I, J, 4) + Column-entry (I, J, 5) + Column-entry (I, J, 6)
= Column-entry (I, J, 3)

Increasing J by increments of one, from 1 to 27, the Grand Total for the Federal column (column 3) is obtained for any vocational education program (I).

The printout format is based on 120 locations for each line of data. To store each line of output requires a subscript title table consisting of 1134 characters (42 maximum characters x 27 lines of output) in which all the titles on the left side of the printout are program stored. To save storage location, it is suggested that the titles from the title table and the answers from Table 1 be moved into the print format of 120 locations, one output line at a time.

EXPENDITURE OF FUNDS BY PURPOSE, TABLE 2 (TAB 2)

The printout and output tape formats for Table 2 are shown in figures 17 and 18, respectively. A number of the inputs for Table 2, listed below, are obtained by utilizing specific Table 1 outputs.

a. Expenditure of Total Federal funds for Secondary, Post-Secondary, Adult, and Persons With Special Needs items under VEA'63 (figure 17) is obtained by first summing the Secondary item under Local Boards of Education in the VEA'63 column of Table 1 for all vocational education programs and storing this information in Table 2 for VEA'63 Secondary in the Total Federal column. Then, using the same procedure, sum and store data for the Post-Secondary, Adult, and Persons With Special Needs items. If computer limitations necessitate processing by individual vocational education programs (1462 characters for one program as compared to 14,620 characters for ten programs), four extra fields must be reserved to tally Secondary, Post-Secondary, Adult, and Persons With Special Needs items before clearing the table for processing the next vocational education program.

b. Expenditure of Total Federal funds for VEA'63 Ancillary Services is obtained by summing all the Administration Salaries, Research, Supervision and Teacher Education under VEA'63 for all vocational education programs in Table 1. This sum is then transferred to Table 2 under the Total Federal column for the VEA'63 Ancillary Services. If computer limitations necessitate processing by individual vocational education program (1,462 characters versus 14,620 characters) one extra field must be reserved to tally Ancillary Services items before clearing the table for processing the next vocational education program.

c. Expenditure of Total Federal Smith-Hughes funds is obtained by first summing the following items in Table 1 under Smith-Hughes funds: Teacher Education under State Board Vocational Education, State Teacher Education Institutions, and Local Boards of Education for Agriculture, Home Economics (Useful plus Gainful) and Trades and Industry. These totals are then entered for the corresponding vocational education programs in Table 2 under Smith-Hughes Maintenance of Teacher Training. These totals are, in turn, subtracted from the Grand Total entry in the Smith-Hughes column of Table 1 to obtain the other Smith-Hughes Total Federal entries in Table 2. That is, Total Federal entries for Agriculture,

EXPENDITURE OF FUNDS FOR VOCATIONAL EDUCATION BY PURPOSE

	GRAND TOTAL	TOTAL FEDERAL	TOTAL STATE/LOCAL	STATE	LOCAL
GRAND TOTAL (FEDERAL/STATE/LOCAL)	(9)*	(9)*	(9)*	(9)*	(9)*
VOCATIONAL EDUCATION ACT OF 1963 (SUM)					
SECONDARY					
POST-SECONDARY					
ADULT					
PERSONS WITH SPECIAL NEEDS					
CONSTRUCTION					
ANCILLARY SERVICES					
WORK STUDY					
SMITH-HUGHES ACT (SUM)					
AGRICULTURE					
HOME ECONOMICS, USEFUL EMPLOYMENT					
HOME ECONOMICS, GAINFUL EMPLOYMENT					
TRADES AND INDUSTRY					
MAINTENANCE OF TEACHER TRAINING (SUM)					
AGRICULTURE					
HOME ECONOMICS					
TRADES AND INDUSTRY					
GEORGE-BARDEN ACT (SUM)					
TITLE I (SUM)					
AGRICULTURE					
DISTRIBUTION					
HOMEMAKING					
HOME ECONOMICS, GAINFUL					
TRADES AND INDUSTRY					
FISHERIES					
TITLE II - HEALTH					
TITLE III - TECHNICAL					

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 17. Expenditure of Funds for Vocational Education by Purpose (Table 2), Printout Format

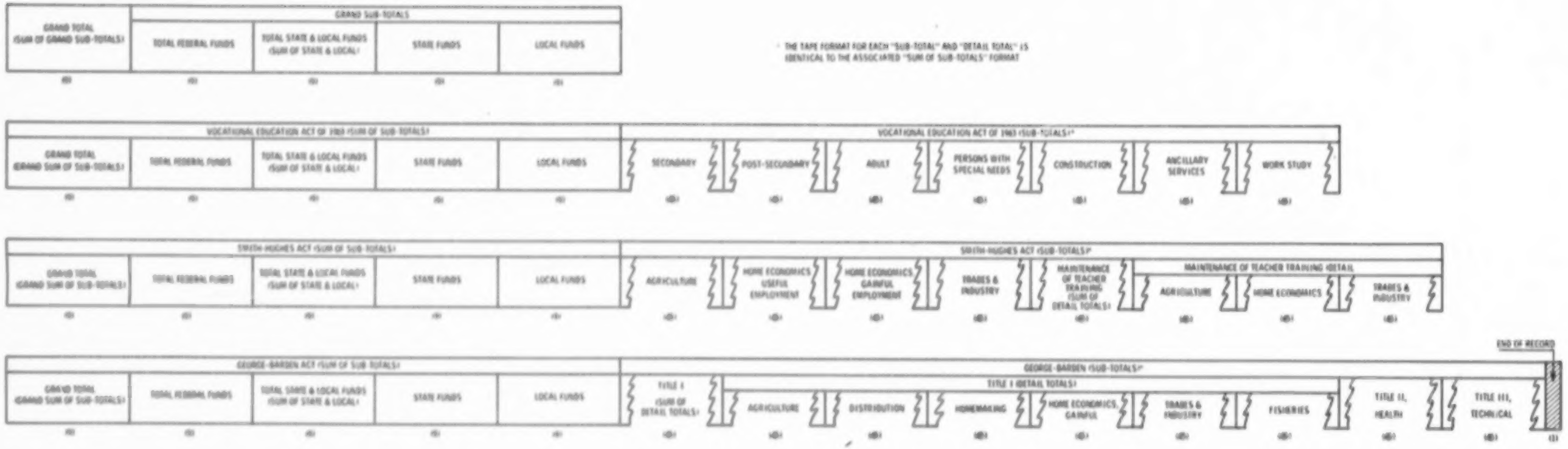

GRAND SUB-TOTALS
GRAND TOTAL (SUM OF GRAND SUB-TOTALS)
TOTAL FEDERAL FUNDS
TOTAL STATE & LOCAL FUNDS (SUM OF STATE & LOCAL)
STATE FUNDS
LOCAL FUNDS
* THE TAPE FORMAT FOR EACH "SUB-TOTAL" AND "DETAIL TOTAL" IS IDENTICAL TO THE ASSOCIATED "SUM OF SUB-TOTALS" FORMAT
VOCATIONAL EDUCATION ACT OF 1963 (SUM OF SUB-TOTALS)
GRAND TOTAL (GRAND SUM OF SUB-TOTALS)
TOTAL FEDERAL FUNDS
TOTAL STATE & LOCAL FUNDS (SUM OF STATE & LOCAL)
STATE FUNDS
LOCAL FUNDS
VOCATIONAL EDUCATION ACT OF 1963 (SUB-TOTALS)*
SECONDARY
POST-SECONDARY
ADULT
PERSONS WITH SPECIAL NEEDS
CONSTRUCTION
ANCILLARY SERVICES
WORK STUDY
SMITH-HUGHES ACT (SUM OF SUB-TOTALS)
GRAND TOTAL (GRAND SUM OF SUB-TOTALS)
TOTAL FEDERAL FUNDS
TOTAL STATE & LOCAL FUNDS (SUM OF STATE & LOCAL)
STATE FUNDS
LOCAL FUNDS
SMITH-HUGHES ACT (SUB-TOTALS)*
AGRICULTURE
HOME ECONOMICS USEFUL EMPLOYMENT
HOME ECONOMICS GAINFUL EMPLOYMENT
TRADES & INDUSTRY
MAINTENANCE OF TEACHER TRAINING (SUM OF DETAIL TOTALS)
MAINTENANCE OF TEACHER TRAINING (DETAIL
AGRICULTURE
HOME ECONOMICS
TRADES & INDUSTRY
GEORGE-BARDEN ACT (SUM OF SUB-TOTALS)
GRAND TOTAL (GRAND SUM OF SUB-TOTALS)
TOTAL FEDERAL FUNDS
TOTAL STATE & LOCAL FUNDS (SUM OF STATE & LOCAL)
STATE FUNDS
LOCAL FUNDS
GEORGE-BARDEN (SUB-TOTALS)*
TITLE I (SUM OF DETAIL TOTALS)
TITLE I (DETAIL TOTALS)
AGRICULTURE
DISTRIBUTION
HOMEMAKING
HOME ECONOMICS, GAINFUL
TRADES & INDUSTRY
FISHERIES
TITLE II, HEALTH
TITLE III, TECHNICAL
END OF RECORD

Figure 18. Expenditure of Funds for Vocational Education by Purpose, Record Tape Output Format

Home Economics (Useful Employment), Home Economics (Gainful Employment), and Trades and Industry.

d. Expenditure of Total Federal George-Barden funds is obtained by transferring Table 1 Total Federal entries for each George-Barden item to the corresponding item under Total Federal George-Barden in Table 2.

Other input sources for Table 2 are listed below:

a. Expenditure of Local funds, by Federal Act (Smith-Hughes, George-Barden, and VEA'63), is obtained from Input Form VEIS-9.

b. Expenditure of State funds, by Federal Act (Smith-Hughes, George-Barden, VEA'63), is obtained from Input Form VEIS-9.

c. Expenditure of Federal VEA'63 funds for construction is obtained by using the results of the School Construction computer program of the Accessory Subsystem.

d. Expenditure of Federal VEA'63 funds for Work Study is obtained by using the results of the School Ancillary computer program of the Accessory Subsystem. The program provides a Grand Total of VEA'63 funds: the Federal funds are obtained by subtracting the total State/Local funds from this Grand Total.

As shown in figure 17, Table 2 consists of five fields of 28 collection items each, for a total of 140 fields. Each field consists of nine characters for a total of 1,260 characters. Two-level (double) variable subscript labeling of item lines and columns is recommended to facilitate sub-total procedures. A subscript title table will consist of 40 characters (maximum required) for 28 titles, or 1,120 characters. Storing and printing one 120-character line at a time, instead of storing and printing the entire formated table, will save storage locations.

FINANCIAL STATEMENT OF FEDERAL FUNDS, TABLE 3 (TAB 3)

The printout and output tape formats for Table 3 are shown in figures 19 and 20, respectively. The following inputs to Table 3 are derived from selected data in Table 2:

a. The Amount Expended for VEA'63 Act is obtained by first summing VEA'63 Secondary, Post-Secondary, Adult, Persons with Special Needs, Construction and Ancillary Services items under the Total Federal column in Table 2 and then storing this sum under VEA'63 Regular Programs in the Amount Expended column in Table 3. Then, move the VEA'63 Work Study entry in Total Federal column of Table 2 to the VEA'63 Work Study Program in the Amount Expended column of Table 3.

b. The Amount Expended for Smith-Hughes Act is obtained by:

1. Moving the Smith-Hughes Act Agriculture entry under the Total Federal column in Table 2 to the corresponding entry in the Amount Expended column of Table 3.
2. Summing Smith-Hughes Trades and Industry and Home Economics (Useful Employment plus Gainful Employment) entries under the Total Federal column in Table 2 and moving the sum to the Smith-Hughes Trade, Home Economics, Industry under the Amount Expended column in Table 3.
3. Moving Smith-Hughes Maintenance of Teacher Training Sum under Total Federal column in Table 2 to Smith-Hughes Teacher Training under Amount Expended in Table 3.

c. The Amount Expended for George-Barden Act is obtained by moving the entries under Total Federal of Table 2 to corresponding George-Barden items in Table 3.

All other inputs necessary to complete Table 3 are obtained from Input Form VEIS-11.

As shown in figure 19, Table 3 consists of six fields of 17 collection items each, for a total of 102 fields. Each field consists of nine characters for a 918-character table. Two-level (double) variable labeling of item lines and columns is recommended to facilitate the processing of table inputs. A subscript title table will consist of 38 characters (maximum required) for 17 titles (listing on left side of table), or a total of 646 characters) instead of storing and printing the entire formated table (1,120 characters) will save storage locations.

LOCATION REQUIREMENTS FOR TABLES

A summary of location requirements for Tables 1, 2, and 3 follows:

Location Requirements	Table 1	Table 2	Table 3	Total
Data entries (minimum*)	1,466	1,260	918	3,644
Data entries (maximum **)	14,624	1,260	918	16,802
Collection item titles	1,134	1,120	646	2,900***

* Table 1 consists of only one vocational education program.

** Table 1 consists of ten vocational education programs.

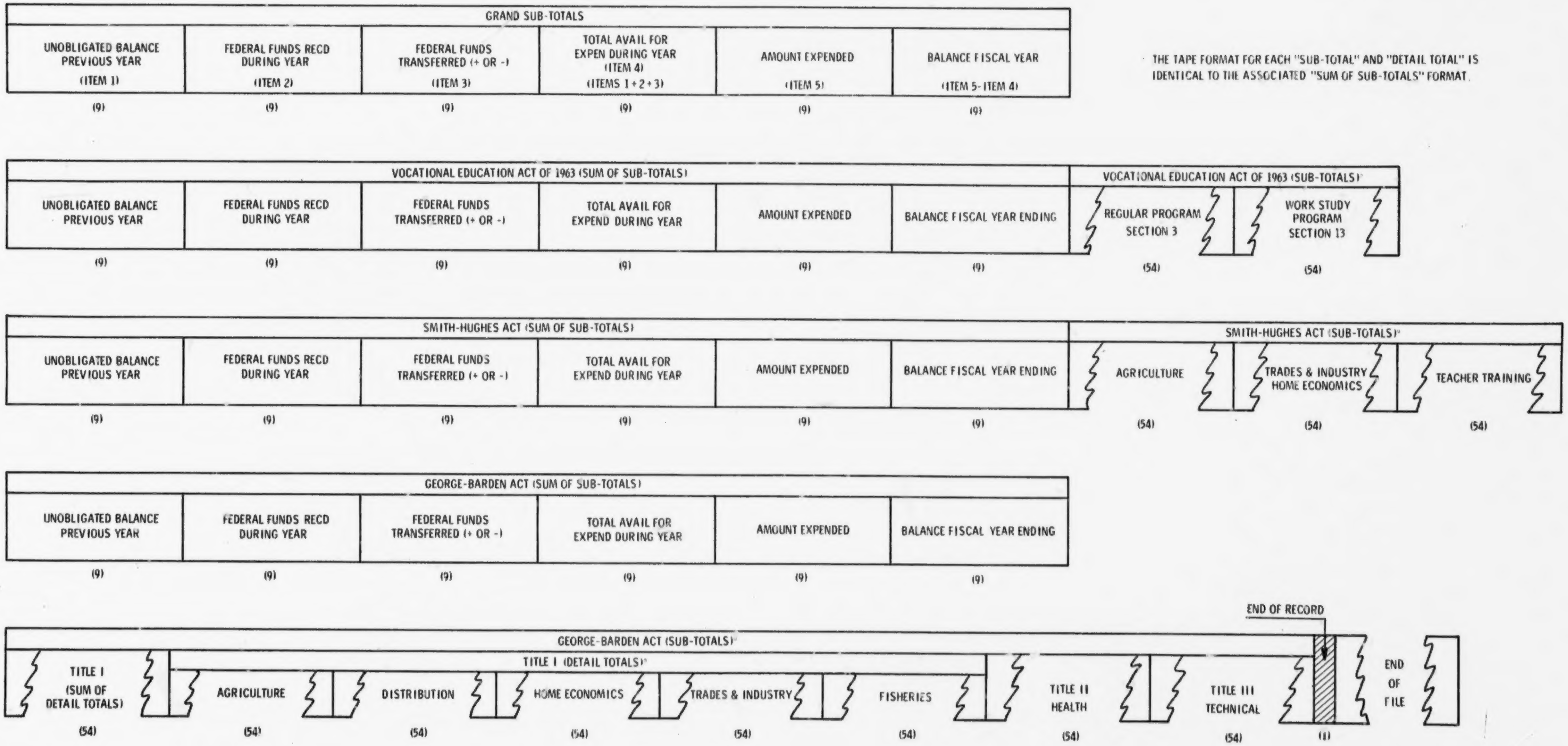
*** Add approximately 1,000 characters for table titles and column headings.

FINANCIAL STATEMENT OF FEDERAL FUNDS FOR VOCATIONAL EDUCATION

	UNOBLIGATED BALANCE PREVIOUS YEAR	FEDERAL FUNDS RECEIVED DURING YEAR	FEDERAL FUNDS TRANSFERRED (+ OR -)	TOTAL AVAIL FOR EXPENDITURE DURING YEAR	AMOUNT EXPENDED	BALANCE FISCAL YEAR ENDING
GRAND TOTAL (ALL ACTS)	(9)*	(9)*	(9)*	(9)*	(9)*	(9)*
VOCATIONAL EDUCATION ACT OF 1963 (SUM)						
REGULAR PROGRAM - SECTION 3						
WORK STUDY PROGRAM - SECTION 13						
SMITH-HUGHES ACT (SUM)						
AGRICULTURE						
TRADE, HOME ECONOMICS, INDUSTRY						
TEACHER TRAINING						
GEORGE-BARDEN ACT (SUM)						
TITLE I (SUM)						
AGRICULTURE						
DISTRIBUTION						
HOME ECONOMICS						
TRADES AND INDUSTRY						
FISHERIES						
TITLE II - HEALTH						
TITLE III - TECHNICAL						

* MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 19. Financial Statement of Federal Funds for Vocational Education (Table 3), Printout Format


GRAND SUB-TOTALS
UNOBLIGATED BALANCE PREVIOUS YEAR (ITEM 1)
FEDERAL FUNDS RECD DURING YEAR (ITEM 2)
FEDERAL FUNDS TRANSFERRED (+ OR -) (ITEM 3)
TOTAL AVAIL FOR EXPEN DURING YEAR (ITEM 4) (ITEMS 1+2+3)
AMOUNT EXPENDED (ITEM 5)
BALANCE FISCAL YEAR (ITEM 5-ITEM 4)
(9)
VOCATIONAL EDUCATION ACT OF 1963 (SUM OF SUB-TOTALS)
UNOBLIGATED BALANCE PREVIOUS YEAR
FEDERAL FUNDS RECD DURING YEAR
FEDERAL FUNDS TRANSFERRED (+ OR -)
TOTAL AVAIL FOR EXPEND DURING YEAR
AMOUNT EXPENDED
BALANCE FISCAL YEAR ENDING
VOCATIONAL EDUCATION ACT OF 1963 (SUB-TOTALS)
REGULAR PROGRAM SECTION 3
WORK STUDY PROGRAM SECTION 13
(54)
SMITH-HUGHES ACT (SUM OF SUB-TOTALS)
SMITH-HUGHES ACT (SUB-TOTALS)
AGRICULTURE
TRADES & INDUSTRY HOME ECONOMICS
TEACHER TRAINING
GEORGE-BARDEN ACT (SUM OF SUB-TOTALS)
GEORGE-BARDEN ACT (SUB-TOTALS)
TITLE I (SUM OF DETAIL TOTALS)
TITLE I (DETAIL TOTALS)
AGRICULTURE
DISTRIBUTION
HOME ECONOMICS
TRADES & INDUSTRY
FISHERIES
TITLE II HEALTH
TITLE III TECHNICAL
END OF RECORD
(1)
END OF FILE

THE TAPE FORMAT FOR EACH "SUB-TOTAL" AND "DETAIL TOTAL" IS IDENTICAL TO THE ASSOCIATED "SUM OF SUB-TOTALS" FORMAT.

Figure 20. Financial Statement of Federal Funds for Vocational Education, Record Tape Output Format

INPUT ERROR CHECKS

Input error checks that should be used to establish the validity of the input data are listed below. These checks are primarily keyed to codes used on the input forms. Additional error detection schemes, such as checking magnitudes of individual entries and sums for logical values, can also be programmed into the system.

a. VEIS-8

   1. Check input form identification codes U.V., and W for Parts 1, 2, and 3, respectively.

   2. Check vocational education program code.

b. VEIS-9

   1. Check input form identification codes Q, R, and S for Parts 1, 2, and 3, respectively.

   2. Check source of funds code for a one or two.

c. VEIS-10

   1. Check for input form identification code P.

d. VEIS-11

   1. Check for input form identification code M.

   2. Check for proper major purpose code.

SECTION 3

ACCESSORY SUBSYSTEM

The primary purpose of the Accessory Subsystem is to develop a series of reports which supplement the reports prepared by the Statistical and Financial Subsystems and complete the reporting requirments of the U.S. Office of Education. The data sources for the Accessory Subsystem are local schools and school districts, whereas the State was the data source for the Financial Subsystem. At present, reporting obligations covered by this subsystem are fulfilled by means of the following Department of Health, Education and Welfare forms:

a. OE 4045 – Follow-Up of Enrollees in Cooperative and Preparatory Vocational Education Programs
b. OE 4047 – 3 – Status of Teacher Training in Vocational Education
c. OE 4220 – Project Status and Expenditures of Vocational Area School Construction

In addition to preparing the above reports, the Accessory Subsystem processes data received from individual schools and school districts that are used as inputs to the Financial Subsystem and for the preparation of miscellaneous State reports. As shown in figure 21, the outputs are in the form of printouts, magnetic tape, and punched cards. The Federal tape is forwarded to the U.S. Office of Education and contains the data that is required for Federal reporting requirements. The printouts, State tape, and punched cards are retained by the State for internal use and storage in a data bank.

The school construction printout lists all the projects in the State, by project number, and contains the data collected on Input Form VEIS-4. The other printouts provide State summary information based on the data collected at the school level. In addition, error messages are printed out when erroneous and unidentified inputs are fed into the subsystem. These printouts list the inputs and identify the error; the inputs are not processed any further. The State tape contains all the input cases, stored in

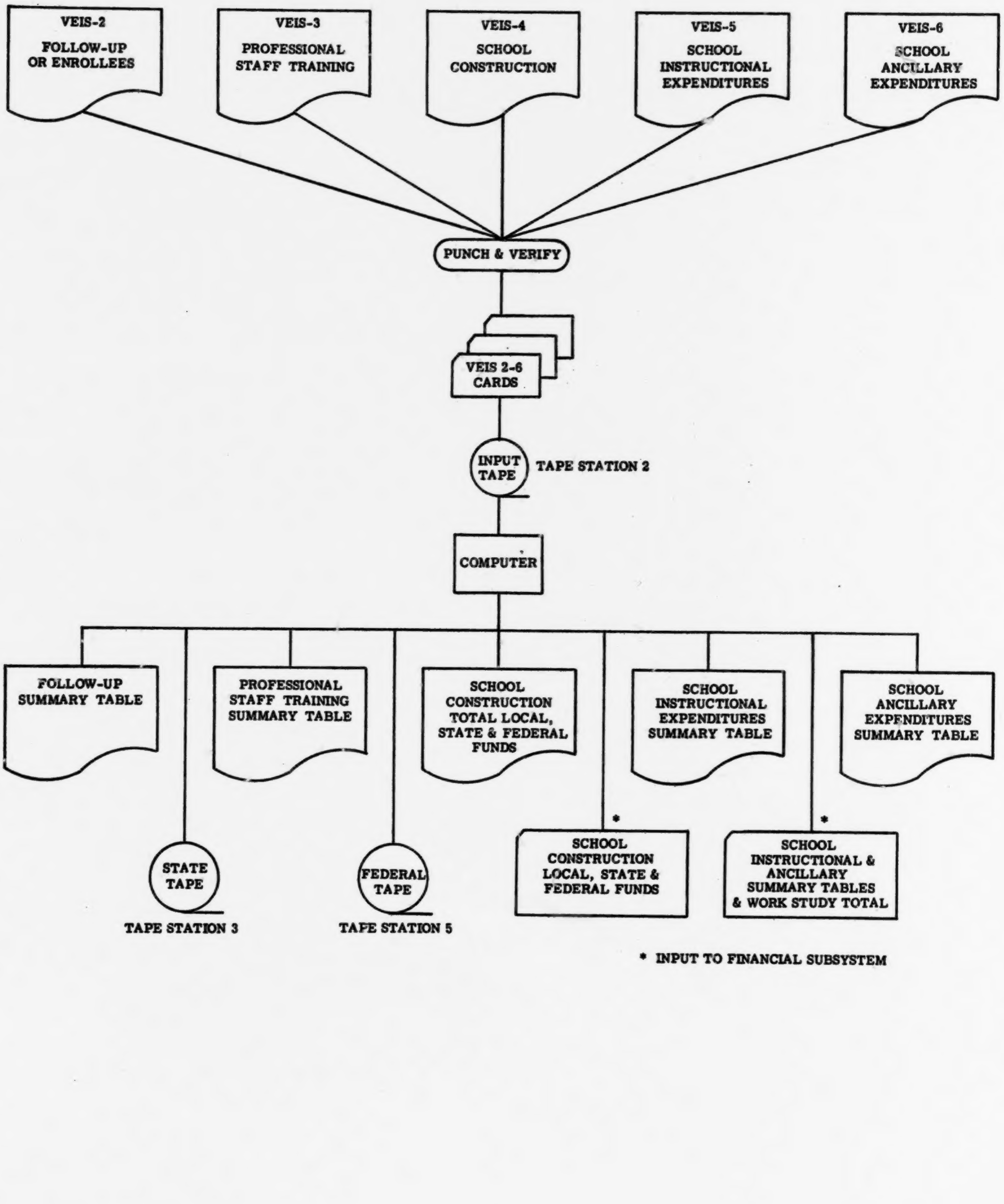

VEIS-2
FOLLOW-UP OR ENROLLEES
VEIS-3
PROFESSIONAL STAFF TRAINING
VEIS-4
SCHOOL CONSTRUCTION
VEIS-5
SCHOOL INSTRUCTIONAL EXPENDITURES
VEIS-6
SCHOOL ANCILLARY EXPENDITURES
PUNCH & VERIFY
VEIS 2-6 CARDS
INPUT TAPE
TAPE STATION 2
COMPUTER
FOLLOW-UP SUMMARY TABLE
PROFESSIONAL STAFF TRAINING SUMMARY TABLE
SCHOOL CONSTRUCTION TOTAL LOCAL, STATE & FEDERAL FUNDS
SCHOOL INSTRUCTIONAL EXPENDITURES SUMMARY TABLE
SCHOOL ANCILLARY EXPENDITURES SUMMARY TABLE
STATE TAPE
TAPE STATION 3
FEDERAL TAPE
TAPE STATION 5
*
SCHOOL CONSTRUCTION LOCAL, STATE & FEDERAL FUNDS
*
SCHOOL INSTRUCTIONAL & ANCILLARY SUMMARY TABLES & WORK STUDY TOTAL
* INPUT TO FINANCIAL SUBSYSTEM

Figure 21. Accessory Subsystem, Input/Output Diagram

hierarchial order. The State tape will serve as a reference file for all error-free inputs; input cases that contain errors will not be written on the tape.

The control of the subsystem is under the Accessory Subsystem (AS) Executive Program (figure 22). Besides clearing all the tables and storing year and State identifications in predetermined locations, a provision is made to read table inputs from the output tape of the previous run consisting of all the accessory summary tables. This provision is necessary if all the inputs for the State are not processed during one run, or if all the corrected input records (those that were discarded on the first run because of errors) are to be reprocessed and added to the already existing summary tables. Once subsystem summary tables are restored, the 80-character input records are read and processed, one at a time. The control of the subsystem is then transferred to one of the five computer programs by means of the input record identification. If an input record isn't identified, an error message is generated and that particular record isn't processed any further.

The five computer programs that are used in the Accessory Subsystem are discussed in the following paragraphs.

FOLLOW-UP OF ENROLLEES PROGRAM

The Follow-Up of Enrollees Computer Program is used to process statistical data collected on students that have completed the various vocational education programs in all secondary and post-secondary schools throughout the State. The input source for this program is Input Form VEIS-2, which is completed by individual schools or school districts and submitted to the State Office of Education. The functional flow chart for this program is shown in figure 23.

All legal vocational education program codes and secondary and post-secondary codes are stored in the Follow-up Summary Table during the first pass through the executive program. Then, input records are read into the computer. The tape format is shown in figure 24. If the codes sensed in an input record are not found among the codes initially stored in the summary table during the first computer pass, an error message and the erroneous input case are printed. If a code error is detected, all processing of this record ceases, and transfer of control is made back to read a new record. If there are no code errors, the number of males and females employed and/or available is determined by

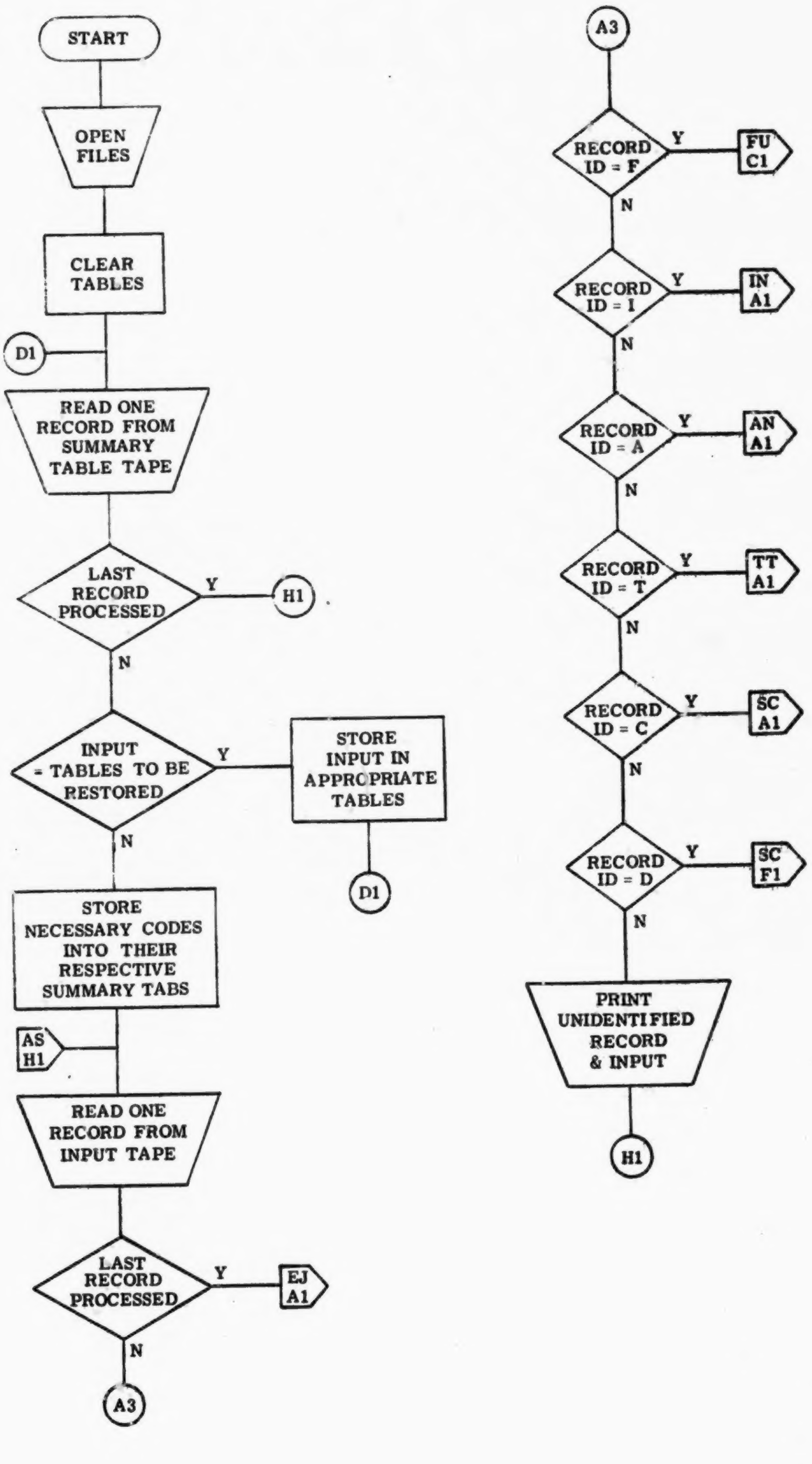

START
OPEN FILES
CLEAR TABLES
D1
READ ONE RECORD FROM SUMMARY TABLE TAPE
LAST RECORD PROCESSED
Y
H1
N
INPUT = TABLES TO BE RESTORED
Y
STORE INPUT IN APPROPRIATE TABLES
D1
N
STORE NECESSARY CODES INTO THEIR RESPECTIVE SUMMARY TABS
AS H1
READ ONE RECORD FROM INPUT TAPE
LAST RECORD PROCESSED
Y
EJ A1
N
A3
A3
RECORD ID = F
Y
FU C1
N
RECORD ID = I
Y
IN A1
N
RECORD ID = A
Y
AN A1
N
RECORD ID = T
Y
TT A1
N
RECORD ID = C
Y
SC A1
N
RECORD ID = D
Y
SC F1
N
PRINT UNIDENTIFIED RECORD & INPUT
H1

Figure 22. Accessory Subsystem (AS) Executive Program, Functional Flow Chart

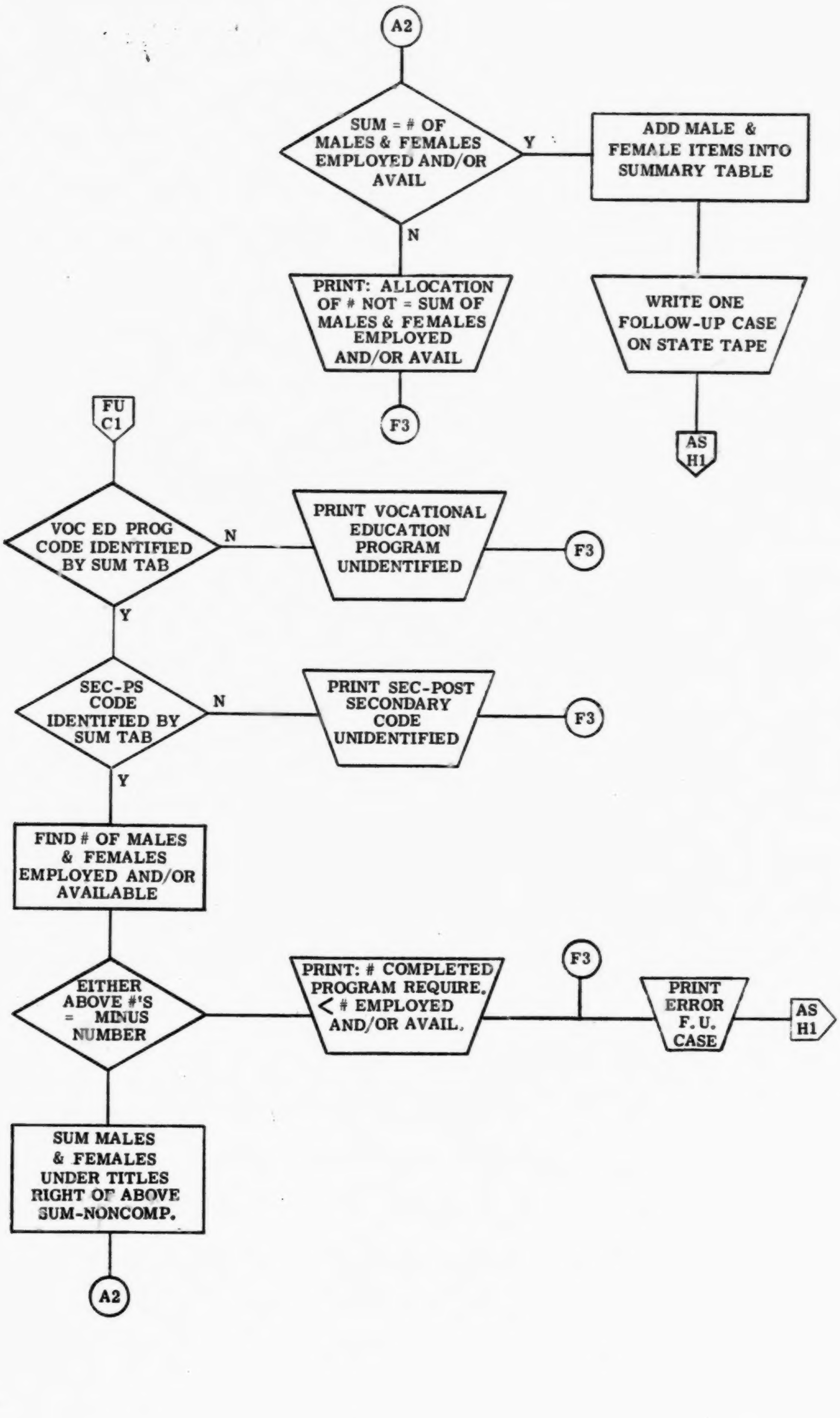

A2
SUM = # OF MALES & FEMALES EMPLOYED AND/OR AVAIL
Y
N
ADD MALE & FEMALE ITEMS INTO SUMMARY TABLE
PRINT: ALLOCATION OF # NOT = SUM OF MALES & FEMALES EMPLOYED AND/OR AVAIL
WRITE ONE FOLLOW-UP CASE ON STATE TAPE
F3
AS H1
FU C1
VOC ED PROG CODE IDENTIFIED BY SUM TAB
N
PRINT VOCATIONAL EDUCATION PROGRAM UNIDENTIFIED
F3
Y
SEC-PS CODE IDENTIFIED BY SUM TAB
N
PRINT SEC-POST SECONDARY CODE UNIDENTIFIED
F3
Y
FIND # OF MALES & FEMALES EMPLOYED AND/OR AVAILABLE
EITHER ABOVE #'S = MINUS NUMBER
PRINT: # COMPLETED PROGRAM REQUIRE. < # EMPLOYED AND/OR AVAIL.
F3
PRINT ERROR F.U. CASE
AS H1
SUM MALES & FEMALES UNDER TITLES RIGHT OF ABOVE SUM-NONCOMP.
A2

Figure 23. Follow-Up of Enrollees, (FU), Functional Flow Chart

STATE CODE	REGION CODE	CONG DIST	COUNTY CODE	SCHOOL DISTRICT CODE	SCHOOL NUMBER	RECORD ID	VOC ED PROGRAM*	SEC (CODE 1) PS (CODE 2)	COMPLETED PROGRAM REQUIREMENTS		ENTERED ARMED FORCES	
									MALES (M)	FEMALES (F)	M	F
(2)	(1)	(2)	(2)	(3)	(4)	(1)	(4)	(1)	(4)	(4)	(3)	(2)

CONTINUED FULL-TIME SCHOOL		NOT IN LABOR FORCE FOR OTHER REASONS		NUMBER EMPLOYED AND/OR AVAILABLE		EMPLOYED FULL-TIME FOR WHICH TRAINED		EMPLOYED FULL-TIME RELATED TO TRAINING	
M	F	M	F	M	F	M	F	M	F
(3)	(3)	(3)	(3)	(4)	(4)	(3)	(3)	(3)	(3)

EMPLOYED FULL-TIME NOT RELATED TO TRAINING		EMPLOYED PART-TIME NOT ATTENDING FULL-TIME SCHOOL		UNEMPLOYED		STATUS UNKNOWN		NON-COMPLETIONS		END OF RECORD
M	F	M	F	M	F	M	F	M	F	▨
(3)	(3)	(3)	(3)	(3)	(3)	(2)	(2)	(2)	(2)	(1)

* VOCATIONAL EDUCATION PROGRAM CODE

001 - AGRICULTURE
004 - DISTRIBUTION/MARKETING
007 - HEALTH
008 - HOME ECONOMICS
012 - OFFICE
016 - TECHNICAL
017 - TRADES AND INDUSTRY

Figure 24. Follow-Up of Enrollees, Record Information, Record Tape Output Format

subtracting the sum of males and females that entered the armed forces, that continued full-time school, and that are not in the labor force for other reasons from the total number of males and females that completed the vocational education program requirements. If either of the calculations (males or females) result in a negative number (indicating that there are more enrollees employed and/or available than completed the program requirements) an error message, the associated input case, and the number of males and females employed and/or available are printed. Then a transfer is made to read a new input record.

If there are no input errors, the number of males that are employed, unemployed, and status unknown are totaled and the number of females for the same items are totaled. (Non-completions are not included in these two sums because these students did not complete the program requirements). If these two sums do not equal the sums derived earlier for the number of males and females employed and/or available, an error message is generated that identifies the type of error. If no input errors were detected, all input items are added to the summary table.

The Follow-Up Summary Table (figures 25 and 26) is a three-level subscript table that includes a State code consisting of two characters. The first subscript variable represents the vocational education program code (three characters); the second subscript variable represents the secondary and post-secondary codes (one character); and the third subscript variable represents the 24 male and female collection items. Since each collection item field consists of six characters, the total number of characters (table size) for the summary table is 2053:

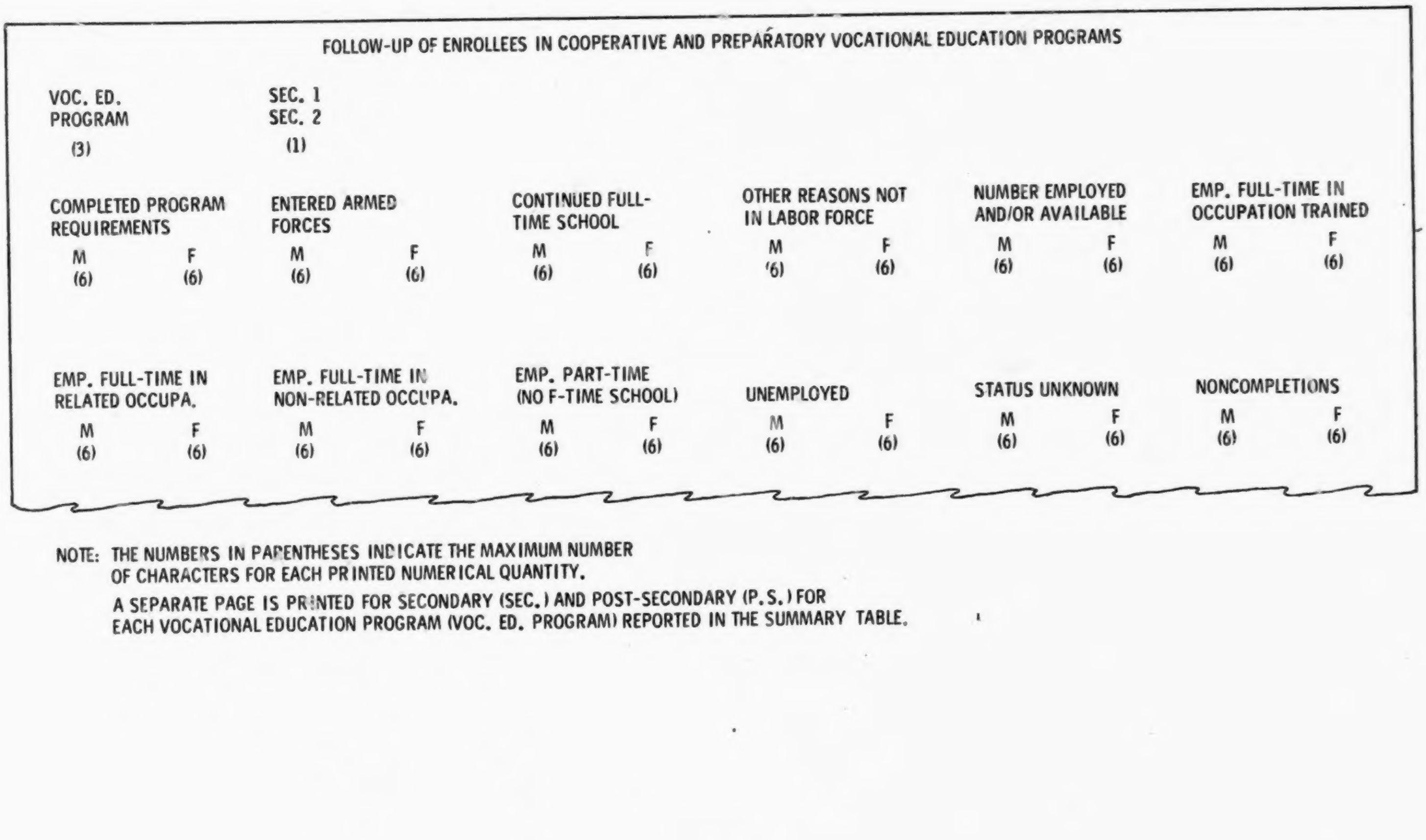
6 characters x 24 items + 1 secondary/post-secondary code character
= 145 characters

2 secondary/post-secondary code characters x 145 characters + 3 vocational education program (VEP) code characters = 293 characters/VEP

7 VEP x 293 characters/VEP + 2 State code characters = 2053 characters

SCHOOL INSTRUCTIONAL EXPENDITURES PROGRAM

The School Instructional Expenditures Computer Program is used to process specific financial data obtained from the schools that is required to prepare Federal-level reports.



FOLLOW-UP OF ENROLLEES IN COOPERATIVE AND PREPARATORY VOCATIONAL EDUCATION PROGRAMS

VOC. ED. PROGRAM (3)	SEC. 1 SEC. 2 (1)

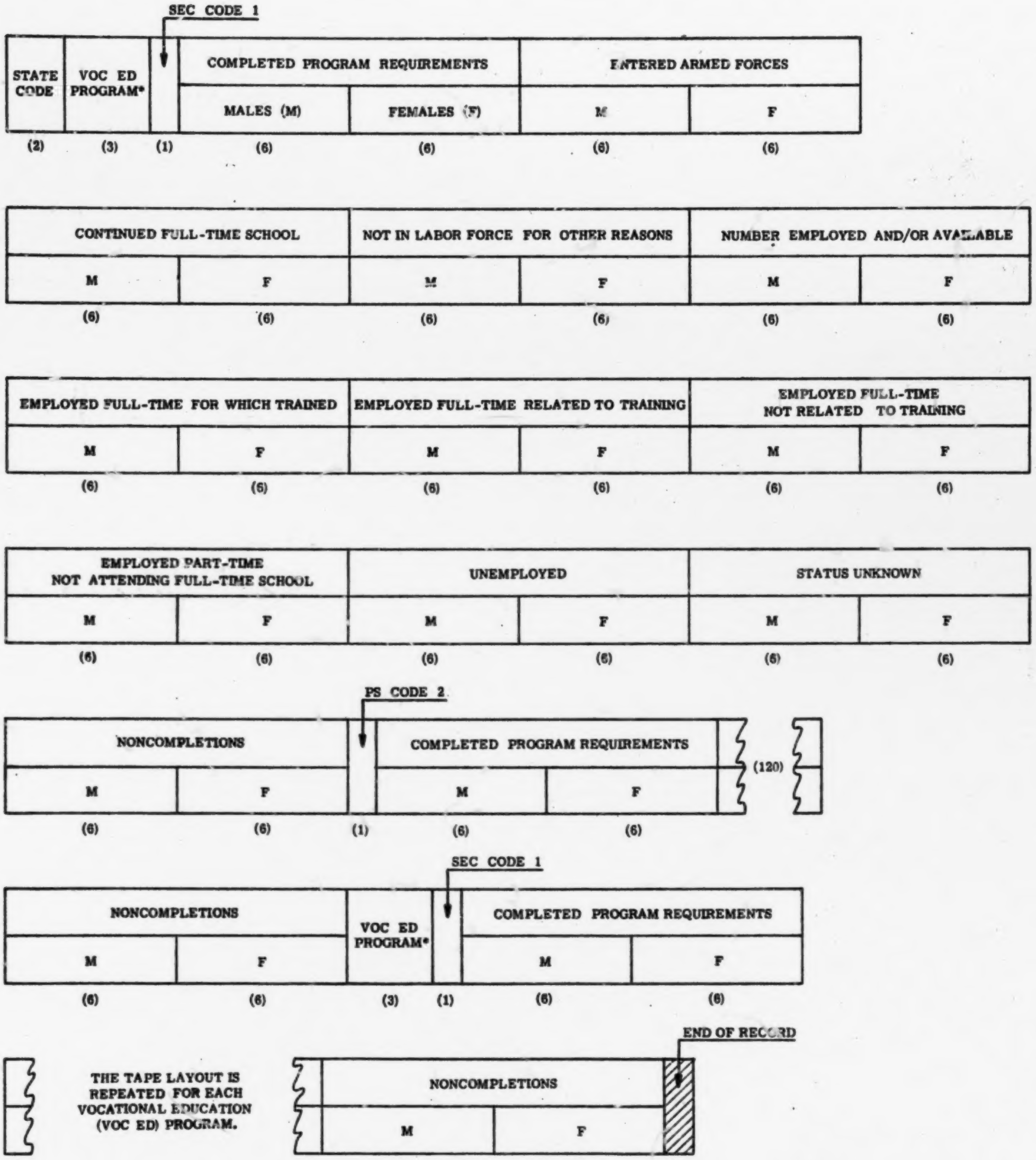
COMPLETED PROGRAM REQUIREMENTS		ENTERED ARMED FORCES		CONTINUED FULL-TIME SCHOOL		OTHER REASONS NOT IN LABOR FORCE		NUMBER EMPLOYED AND/OR AVAILABLE		EMP. FULL-TIME IN OCCUPATION TRAINED	
M	F	M	F	M	F	M	F	M	F	M	F
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)

EMP. FULL-TIME IN RELATED OCCUPA.		EMP. FULL-TIME IN NON-RELATED OCCUPA.		EMP. PART-TIME (NO F-TIME SCHOOL)		UNEMPLOYED		STATUS UNKNOWN		NONCOMPLETIONS	
M	F	M	F	M	F	M	F	M	F	M	F
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)

NOTE: THE NUMBERS IN PARENTHESES INDICATE THE MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

A SEPARATE PAGE IS PRINTED FOR SECONDARY (SEC.) AND POST-SECONDARY (P.S.) FOR EACH VOCATIONAL EDUCATION PROGRAM (VOC. ED. PROGRAM) REPORTED IN THE SUMMARY TABLE.

Figure 25. Follow-Up of Enrollees, Printout Format


SEC CODE 1
STATE CODE
VOC ED PROGRAM*
COMPLETED PROGRAM REQUIREMENTS
MALES (M)
FEMALES (F)
ENTERED ARMED FORCES
M
F
(2)
(3)
(1)
(6)
CONTINUED FULL-TIME SCHOOL
NOT IN LABOR FORCE FOR OTHER REASONS
NUMBER EMPLOYED AND/OR AVAILABLE
EMPLOYED FULL-TIME FOR WHICH TRAINED
EMPLOYED FULL-TIME RELATED TO TRAINING
EMPLOYED FULL-TIME NOT RELATED TO TRAINING
EMPLOYED PART-TIME NOT ATTENDING FULL-TIME SCHOOL
UNEMPLOYED
STATUS UNKNOWN
NONCOMPLETIONS
PS CODE 2
(120)
END OF RECORD
THE TAPE LAYOUT IS REPEATED FOR EACH VOCATIONAL EDUCATION (VOC ED) PROGRAM.

* VOCATIONAL EDUCATION PROGRAM CODES:

001 - AGRICULTURE
004 - DISTRIBUTION/MARKETING
007 - HEALTH
008 - HOME ECONOMICS
012 - OFFICE
016 - TECHNICAL
017 - TRADES AND INDUSTRY

Figure 26. Follow-Up of Enrollees, Summary Table, Record Tape Output Format

The input source for this program is Input Form VEIS-5, which is completed by every school and/or school district in the State and forwarded to the State Department of Education. The functional flow chart for this program is shown in figure 27.

Although each input form contains two cases, only one input case is processed at a time; the input case indicator, INSTR, is set to one to indicate the processing of the first input case of the two input case record. Next, the vocational education program code and the purpose code of the input case is checked against the codes stored in the School Instructional Expenditures Summary Table. If either of the codes are incorrect or if a code is not included on the input form, an error message and the associated input case are printed. The input case is always printed with its school identification code to help locate the source (school) of erroneous data. Since the vocational education program code refers to both input cases on an input record, program control is transferred to read a new record when an error is detected. When a purpose code is found to be wrong, a further test must be made on INSTR for an indication if the first or second input case is being processed. If the first case is being processed, the second input case must be stored into the area of the first input case and a transfer of control is made to process the second case. If it is the second input case that is identified as having a purpose code error a transfer is made back to the Accessory Subsystem Executive Program to read a new record.

If there are no errors present when the first case is being processed, the common data (vocational education program and complete school identification) is moved into the tape format of this program (figure 28). Regardless of the input case being processed, the remaining data is moved and the input case is read on the State tape for use as a reference file. Each of the money inputs for a specific purpose code is then added into the summary table under its designated vocational education program and purpose codes. The two subscript references for this storing have already been obtained by the position number of these codes in the table. All the money for this input case is also added into one tally representing its purpose. If this is the second case of the record, a transfer of control is made to read in a new record. If this had been the first input case of the record that was being processed, the input case indicator (INSTR) is set to two and the second input case is moved into the storage areas of the first input case for processing.

The School Instructional Expenditures Summary Table (figures 29 and 30) is a three-level subscript table. The first subscript variable represents the nine vocational education

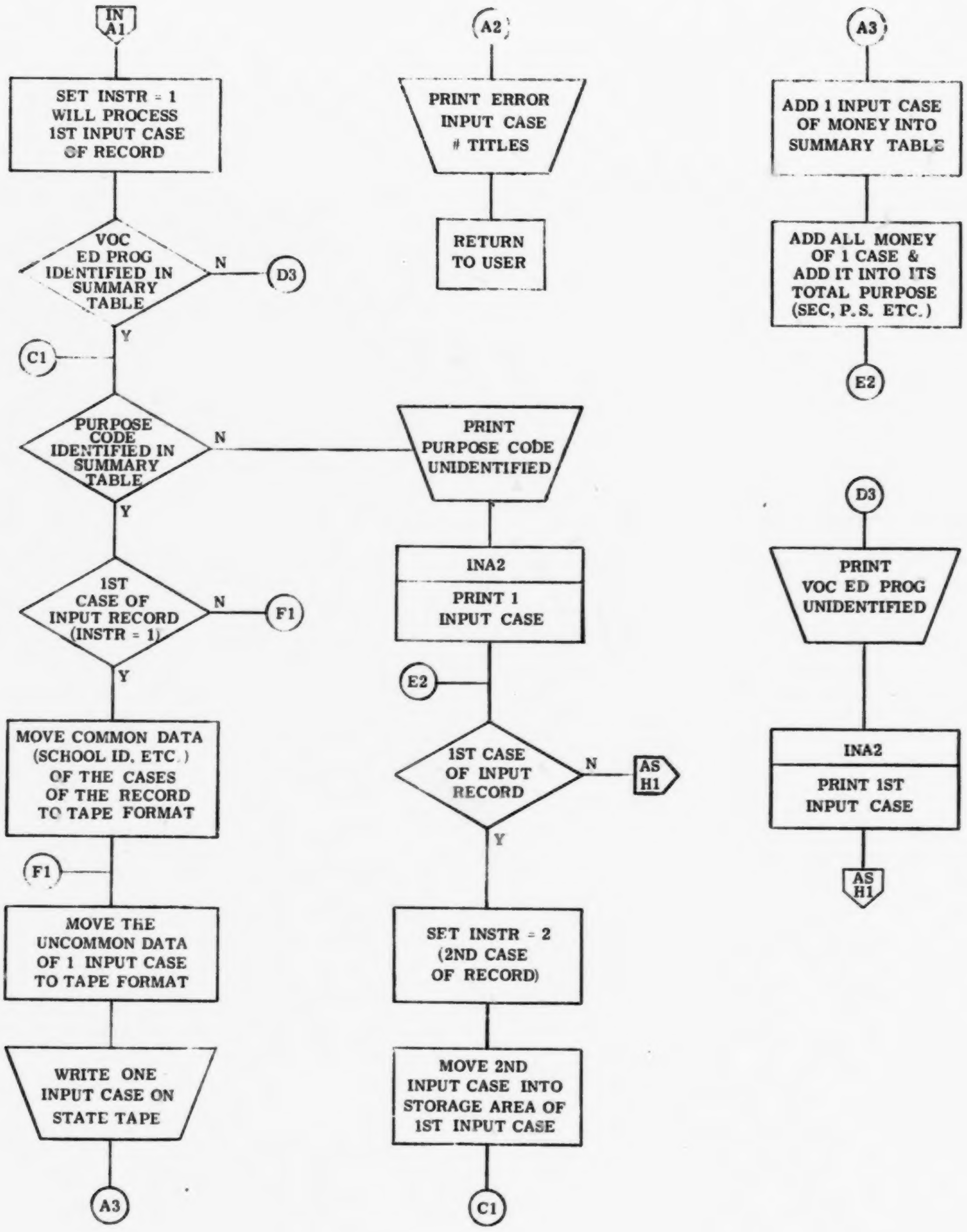
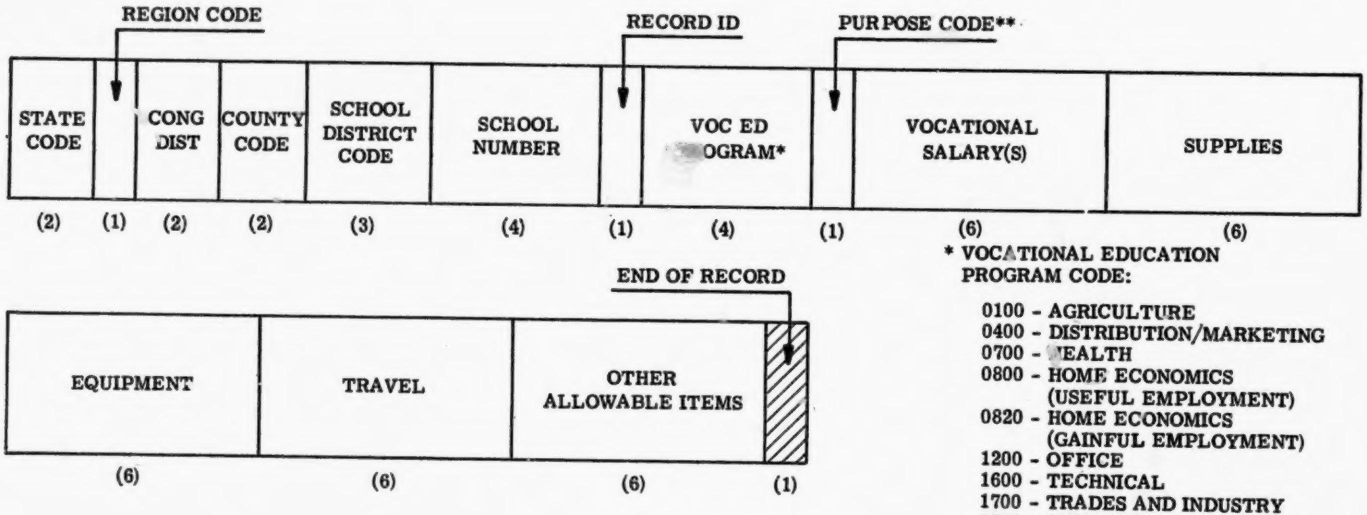

IN A1
SET INSTR = 1 WILL PROCESS 1ST INPUT CASE OF RECORD
VOC ED PROG IDENTIFIED IN SUMMARY TABLE
N
D3
Y
C1
PURPOSE CODE IDENTIFIED IN SUMMARY TABLE
N
Y
1ST CASE OF INPUT RECORD (INSTR = 1)
N
F1
Y
MOVE COMMON DATA (SCHOOL ID, ETC.) OF THE CASES OF THE RECORD TO TAPE FORMAT
F1
MOVE THE UNCOMMON DATA OF 1 INPUT CASE TO TAPE FORMAT
WRITE ONE INPUT CASE ON STATE TAPE
A3
A2
PRINT ERROR INPUT CASE # TITLES
RETURN TO USER
PRINT PURPOSE CODE UNIDENTIFIED
INA2
PRINT 1 INPUT CASE
E2
1ST CASE OF INPUT RECORD
N
AS H1
Y
SET INSTR = 2 (2ND CASE OF RECORD)
MOVE 2ND INPUT CASE INTO STORAGE AREA OF 1ST INPUT CASE
C1
A3
ADD 1 INPUT CASE OF MONEY INTO SUMMARY TABLE
ADD ALL MONEY OF 1 CASE & ADD IT INTO ITS TOTAL PURPOSE (SEC, P.S. ETC.)
E2
D3
PRINT VOC ED PROG UNIDENTIFIED
INA2
PRINT 1ST INPUT CASE
AS H1

Figure 27. School Instructional Expenditures (IN), Functional Flow Chart


REGION CODE
RECORD ID
PURPOSE CODE**
STATE CODE
CONG DIST
COUNTY CODE
SCHOOL DISTRICT CODE
SCHOOL NUMBER
VOC ED PROGRAM*
VOCATIONAL SALARY(S)
SUPPLIES
(2)
(1)
(2)
(2)
(3)
(4)
(1)
(4)
(1)
(6)
(6)
END OF RECORD
EQUIPMENT
TRAVEL
OTHER ALLOWABLE ITEMS
(6)
(6)
(6)
(1)

* VOCATIONAL EDUCATION PROGRAM CODE:

0100 - AGRICULTURE
0400 - DISTRIBUTION/MARKETING
0700 - HEALTH
0800 - HOME ECONOMICS (USEFUL EMPLOYMENT)
0820 - HOME ECONOMICS (GAINFUL EMPLOYMENT)
1200 - OFFICE
1600 - TECHNICAL
1700 - TRADES AND INDUSTRY
1716 - FISHERIES

** PURPOSE CODE:

1 - SECONDARY
2 - POST-SECONDARY
3 - ADULT
4 - PERSONS WITH SPECIAL NEEDS

Figure 28. School Instructional Expenditures, Record Information, Record Tape Output Format

program codes (four characters); the second subscript variable represents the four purpose codes (one character); and the third subscript variable represents the five collection items. Since each summary collection item field consists of eight characters, the total number of characters for a summary table containing nine programs (maximum) is 1550 characters:

5 fields x 8 characters + 1 purpose code character = 41 characters

41 characters x 4 purpose codes = 164 characters

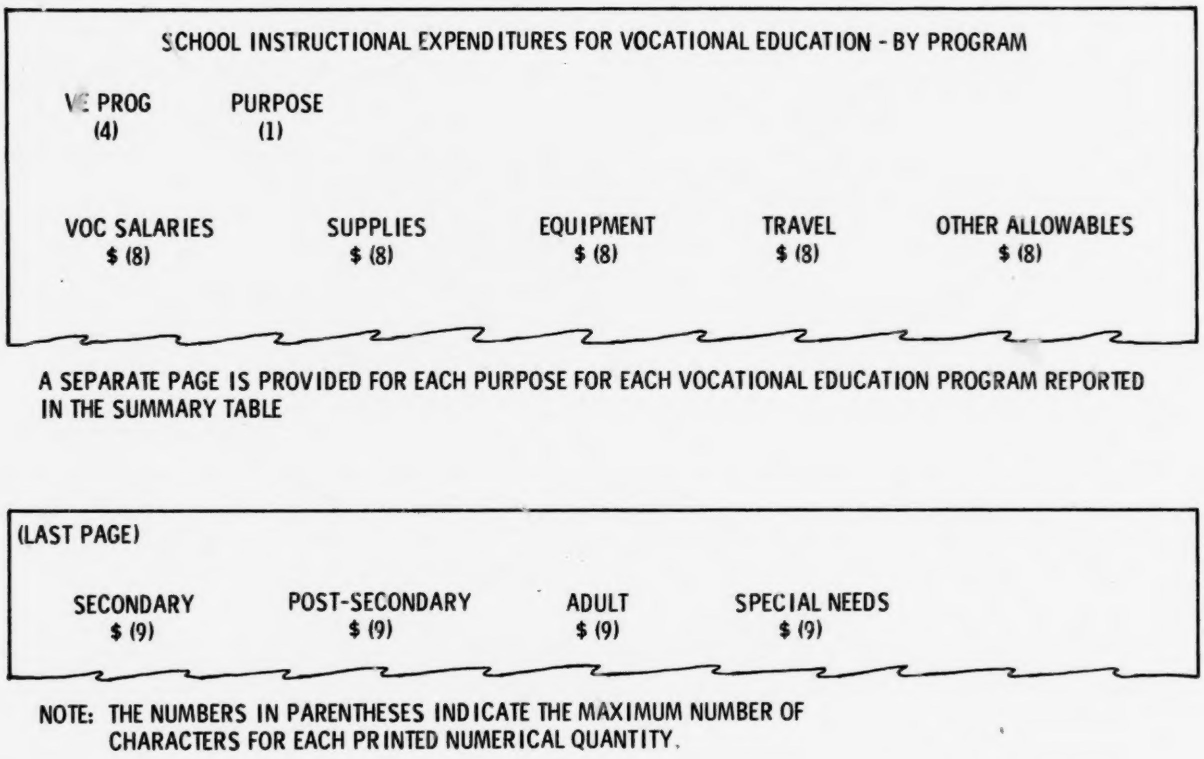
(164 characters + 4 VEP characters) x 9 VEP = 1512 characters

1512 characters + 2 State code characters + (4 total purpose fields x 9 characters) = 1550 characters

SCHOOL ANCILLARY SERVICE EXPENDITURES PROGRAM

The School Ancillary Service Expenditures Computer Program is used to process financial data related to ancillary services and work study programs that are required to prepare Federal-level reports. The input source of this program is Input Form VEIS-6, which is completed by every school and/or school district in the State and forwarded to the State Department of Education. The functional flow chart for this program is shown in figure 31.

The first check point in the computer program is the vocational education program code. If the code in the input record can't be matched against any of the vocational education program codes stored in the School Ancillary Services Summary Table or against the work study code 0030 in the Work Study Summary Table, an error message and the associated input case are printed. If the code is identified as either a vocational education program or a work study program the input is moved to its respective tape format (figures 32 and 33) and written on tape. All the money inputs are added into their respective summary tables. If the code is identified as a vocational education program, the money inputs are also added under the program in the ancillary summary table. For work study inputs, only administration and student salaries are processed. Each of the inputs are also added into their respective tallies for ancillary or work study. Computer program control is transferred to the Accessory Subsystem Executive Program each time a new record must be read.



SCHOOL INSTRUCTIONAL EXPENDITURES FOR VOCATIONAL EDUCATION - BY PROGRAM

VE PROG (4)

PURPOSE (1)

VOC SALARIES	SUPPLIES	EQUIPMENT	TRAVEL	OTHER ALLOWABLES
$ (8)	$ (8)	$ (8)	$ (8)	$ (8)

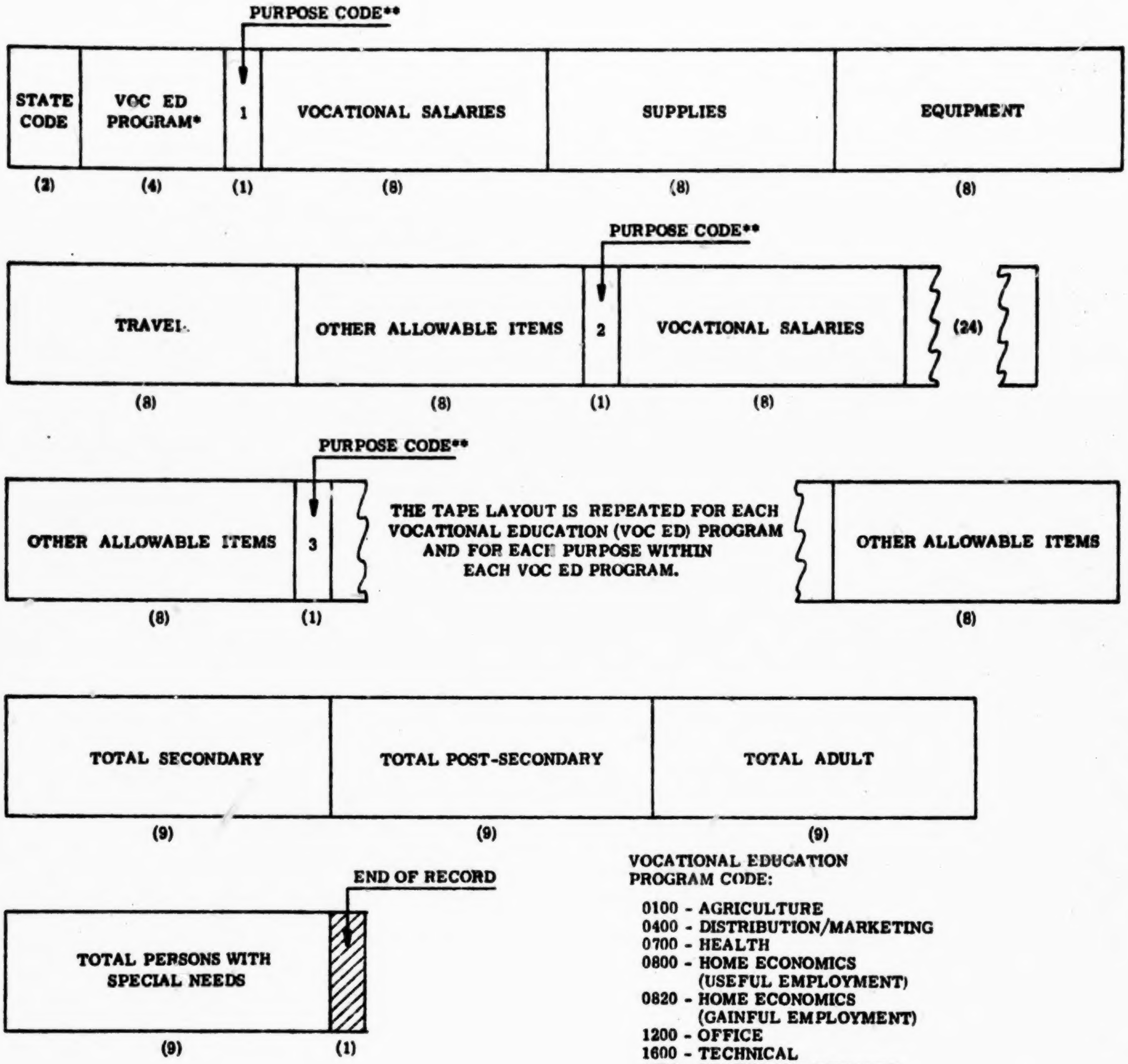
A SEPARATE PAGE IS PROVIDED FOR EACH PURPOSE FOR EACH VOCATIONAL EDUCATION PROGRAM REPORTED IN THE SUMMARY TABLE

(LAST PAGE)

SECONDARY	POST-SECONDARY	ADULT	SPECIAL NEEDS
$ (9)	$ (9)	$ (9)	$ (9)

NOTE: THE NUMBERS IN PARENTHESES INDICATE THE MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 29. School Instructional Expenditures, Printout Format


PURPOSE CODE**
STATE CODE
VOC ED PROGRAM*
1
VOCATIONAL SALARIES
SUPPLIES
EQUIPMENT
(2)
(4)
(1)
(8)
(8)
(8)
PURPOSE CODE**
TRAVEL
OTHER ALLOWABLE ITEMS
2
VOCATIONAL SALARIES
(24)
(8)
(8)
(1)
(8)
PURPOSE CODE**
OTHER ALLOWABLE ITEMS
3
THE TAPE LAYOUT IS REPEATED FOR EACH VOCATIONAL EDUCATION (VOC ED) PROGRAM AND FOR EACH PURPOSE WITHIN EACH VOC ED PROGRAM.
OTHER ALLOWABLE ITEMS
(8)
(1)
(8)
TOTAL SECONDARY
TOTAL POST-SECONDARY
TOTAL ADULT
(9)
(9)
(9)
END OF RECORD
TOTAL PERSONS WITH SPECIAL NEEDS
(9)
(1)

VOCATIONAL EDUCATION PROGRAM CODE:

0100 - AGRICULTURE
0400 - DISTRIBUTION/MARKETING
0700 - HEALTH
0800 - HOME ECONOMICS (USEFUL EMPLOYMENT)
0820 - HOME ECONOMICS (GAINFUL EMPLOYMENT)
1200 - OFFICE
1600 - TECHNICAL
1700 - TRADES AND INDUSTRY
1716 - FISHERIES

** PURPOSE CODE

1 - SECONDARY
2 - POST-SECONDARY
3 - ADULT
4 - PERSONS WITH SPECIAL NEEDS

Figure 30. School Instructional Expenditures, Summary Table Record Tape Output Format

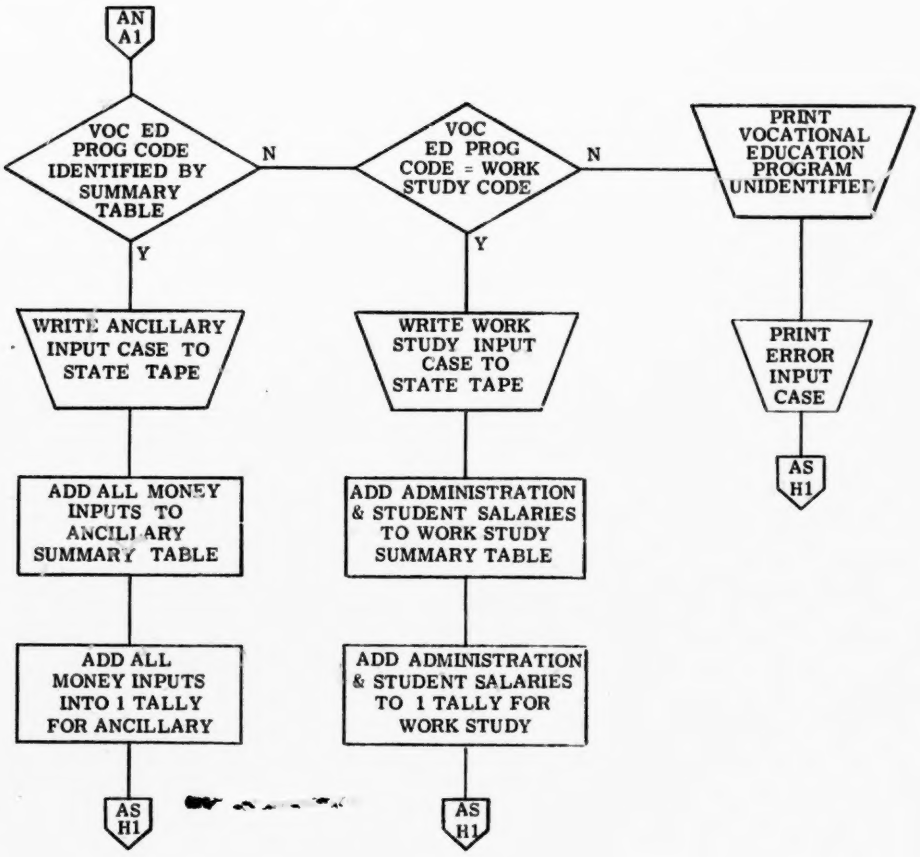
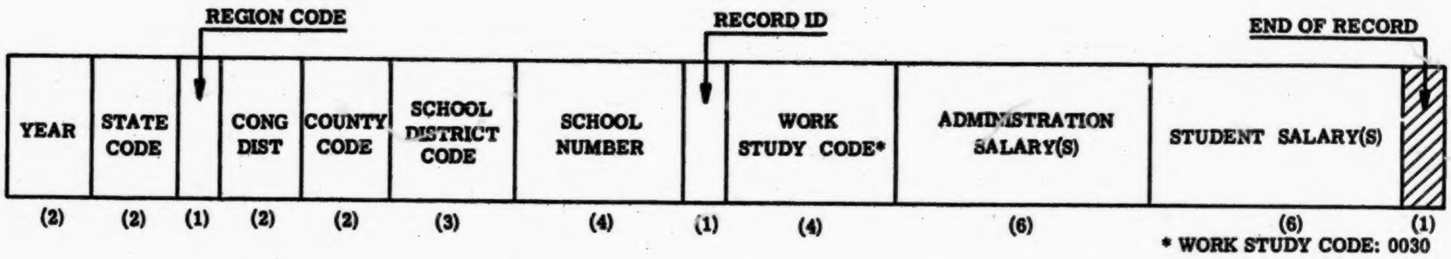
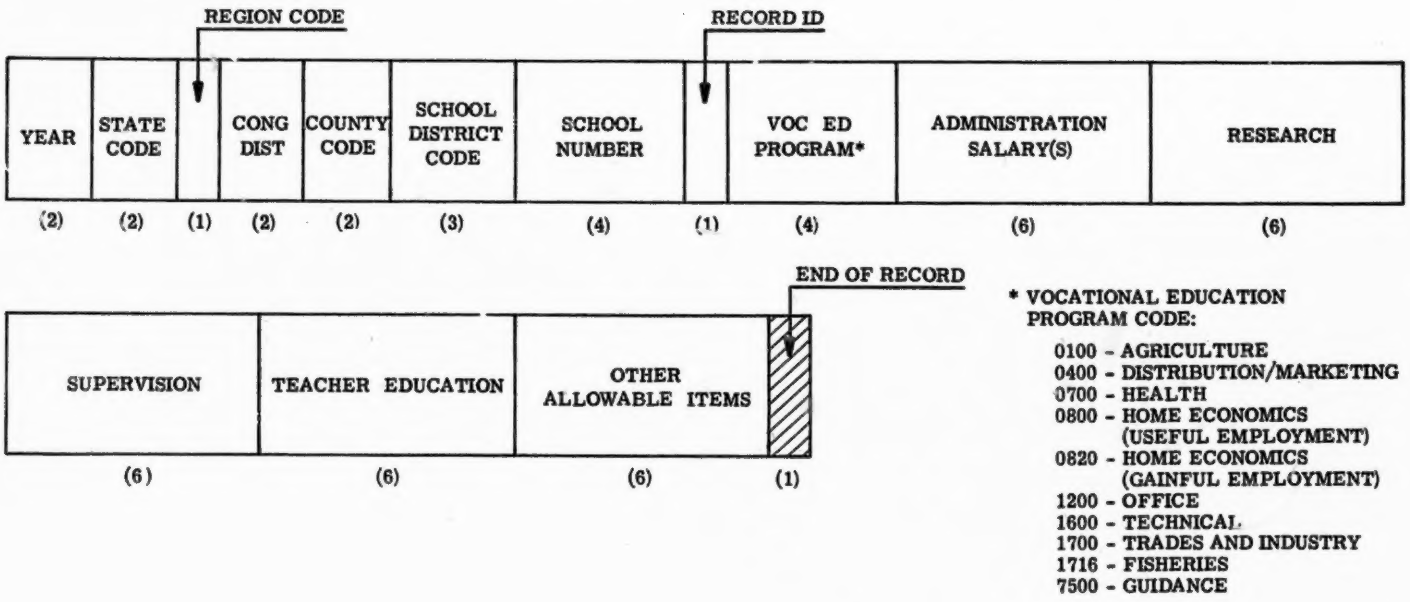

AN
A1
VOC ED PROG CODE IDENTIFIED BY SUMMARY TABLE
N
Y
VOC ED PROG CODE = WORK STUDY CODE
N
Y
PRINT VOCATIONAL EDUCATION PROGRAM UNIDENTIFIED
WRITE ANCILLARY INPUT CASE TO STATE TAPE
WRITE WORK STUDY INPUT CASE TO STATE TAPE
PRINT ERROR INPUT CASE
AS
H1
ADD ALL MONEY INPUTS TO ANCILLARY SUMMARY TABLE
ADD ADMINISTRATION & STUDENT SALARIES TO WORK STUDY SUMMARY TABLE
ADD ALL MONEY INPUTS INTO 1 TALLY FOR ANCILLARY
ADD ADMINISTRATION & STUDENT SALARIES TO 1 TALLY FOR WORK STUDY
AS
H1
AS
H1

Figure 31. School Ancillary Service Expenditures (AN), Functional Flow Chart


REGION CODE
RECORD ID
END OF RECORD
YEAR
STATE CODE
CONG DIST
COUNTY CODE
SCHOOL DISTRICT CODE
SCHOOL NUMBER
WORK STUDY CODE*
ADMINISTRATION SALARY(S)
STUDENT SALARY(S)
(2)
(2)
(1)
(2)
(2)
(3)
(4)
(1)
(4)
(6)
(6)
(1)

* WORK STUDY CODE: 0030

Figure 32. School Work Study Expenditures, Record Information, Record Tape Output Format


REGION CODE
RECORD ID
YEAR
STATE CODE
CONG DIST
COUNTY CODE
SCHOOL DISTRICT CODE
SCHOOL NUMBER
VOC ED PROGRAM*
ADMINISTRATION SALARY(S)
RESEARCH
(2)
(2)
(1)
(2)
(2)
(3)
(4)
(1)
(4)
(6)
(6)
END OF RECORD
SUPERVISION
TEACHER EDUCATION
OTHER ALLOWABLE ITEMS
(6)
(6)
(6)
(1)

* VOCATIONAL EDUCATION PROGRAM CODE:

0100 - AGRICULTURE
0400 - DISTRIBUTION/MARKETING
0700 - HEALTH
0800 - HOME ECONOMICS (USEFUL EMPLOYMENT)
0820 - HOME ECONOMICS (GAINFUL EMPLOYMENT)
1200 - OFFICE
1600 - TECHNICAL
1700 - TRADES AND INDUSTRY
1716 - FISHERIES
7500 - GUIDANCE

Figure 33. School Ancillary Service Expenditures, Record Information, Record Tape Output Format

The Work Study and School Ancillary Services Summary Table (figures 34 and 35) is a two-level subscript table. The first subscript variable represents the nine vocational education program codes (four characters) and the second subscript variable represents the five collection items. Since each summary collection item field consists of eight characters, the total number of characters for the work study summary is 32 and for the ancillary services summary is 452, for a grand total of 485 characters for both tables:

a. Work Study (contains three fields: administration salaries, student salaries, and State total)

   3 fields x 8 characters = 24 characters

   24 characters + 2 year characters + 2 State code characters
   + 4 work study code characters = 32 characters

b. School Ancillary

   5 fields x 8 characters = 40 characters

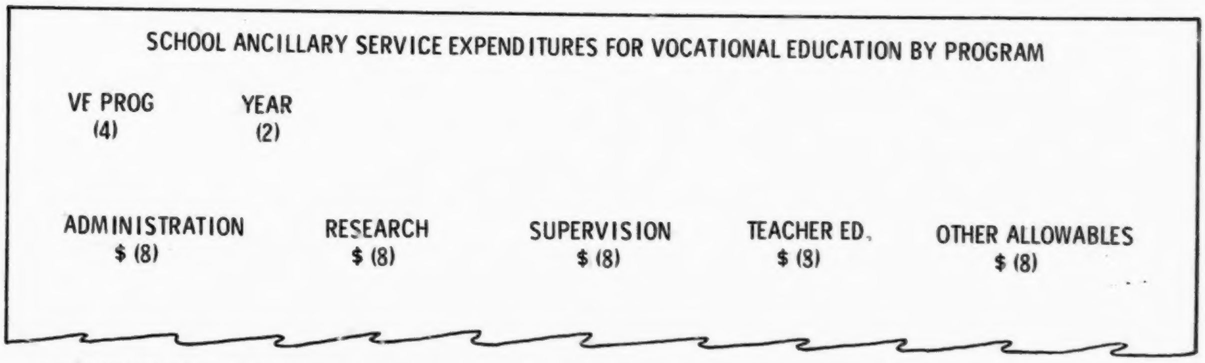
   (40 characters + 4 VEP characters) x 10 VEP = 440 characters

   440 characters + 2 year characters + 2 State code characters
   + 8 ancillary tally characters = 452 characters

PROFESSIONAL STAFF TRAINING PROGRAM

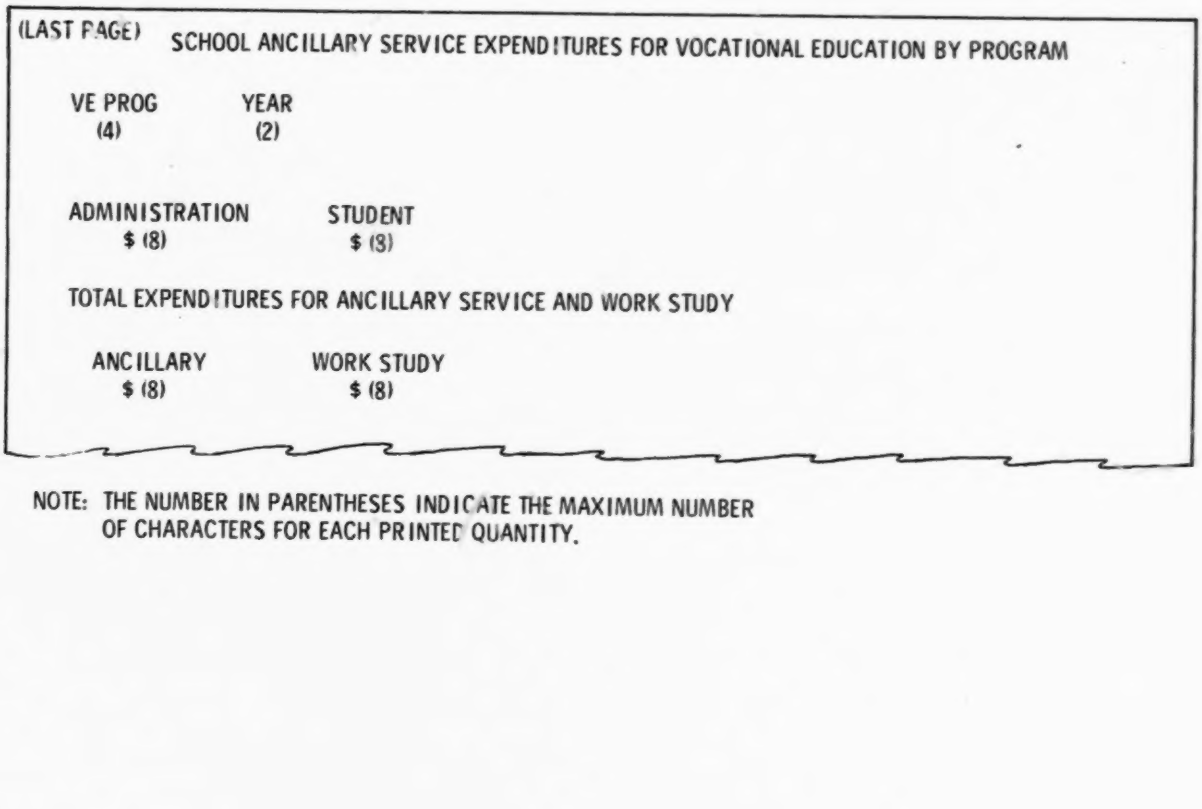
The Professional Staff Training Computer Program is used to process statistical data collected on teacher and administrative training programs conducted throughout the State in teacher training institutions. The input source for this program is Input Form VEIS-3, which is completed by all training institutions in the State and forwarded to the State Department of Education. The functional flow chart for this program is shown in figure 36.

The computer program first tests the vocational education program and teacher training codes against the codes stored in the Professional Staff Training Summary Table. If either code is not checked out properly, an error message and the associated input case is printed. If no errors are detected in the two codes, the input case is written on the State tape file (figure 37) in a hierarchial order. Each of the input items is added into the summary table under its respective training and vocational education programs.



```
SCHOOL ANCILLARY SERVICE EXPENDITURES FOR VOCATIONAL EDUCATION BY PROGRAM

VE PROG      YEAR
  (4)         (2)


ADMINISTRATION      RESEARCH      SUPERVISION      TEACHER ED.      OTHER ALLOWABLES
    $ (8)             $ (8)          $ (8)           $ (8)             $ (8)
```

A SEPARATE PAGE IS PRINTED FOR EACH VOCATIONAL EDUCATION PROGRAM REPORTED IN THE SUMMARY TABLE.



```
(LAST PAGE)  SCHOOL ANCILLARY SERVICE EXPENDITURES FOR VOCATIONAL EDUCATION BY PROGRAM

VE PROG      YEAR
  (4)         (2)


ADMINISTRATION      STUDENT
    $ (8)            $ (8)

TOTAL EXPENDITURES FOR ANCILLARY SERVICE AND WORK STUDY

  ANCILLARY        WORK STUDY
    $ (8)            $ (8)
```

NOTE: THE NUMBER IN PARENTHESES INDICATE THE MAXIMUM NUMBER
OF CHARACTERS FOR EACH PRINTED QUANTITY.

Figure 34. School Ancillary Service and Work Study Expenditures, Printout Format

YEAR	STATE CODE	WORK STUDY CODE*	ADMINISTRATION SALARIES	STUDENT SALARIES	TOTAL WORK STUDY
(2)	(2)	(4)	(8)	(8)	(8)

YEAR	STATE CODE	VOC ED PROGRAM**	ADMINISTRATION SALARIES	RESEARCH SALARIES	SUPERVISION SALARIES
(2)	(2)	(4)	(8)	(8)	(8)

TEACHER EDUCATION	OTHER ALLOWABLE ITEMS	VOC ED PROGRAM**
(8)	(8)	(4)

THE TAPE LAYOUT IS REPEATED FOR EACH VOCATIONAL EDUCATION (VOC ED) PROGRAM.

END OF RECORD

OTHER ALLOWABLE ITEMS	TOTAL ANCILLARY SERVICE	▨
(8)	(8)	(1)

* WORK STUDY CODE: 0030

** VOCATIONAL EDUCATION PROGRAM CODES:

0100 - AGRICULTURE
0400 - DISTRIBUTION/MARKETING
0700 - HEALTH
0800 - HOME ECONOMICS (USEFUL EMPLOYMENT)
0820 - HOME ECONOMICS (GAINFUL EMPLOYMENT)
1200 - OFFICE
1600 - TECHNICAL
1700 - TRADES AND INDUSTRY
1716 - FISHERIES
7500 - GUIDANCE

Figure 35. School Ancillary Service and Work Study Expenditures, Summary Table, Record Tape Output Format

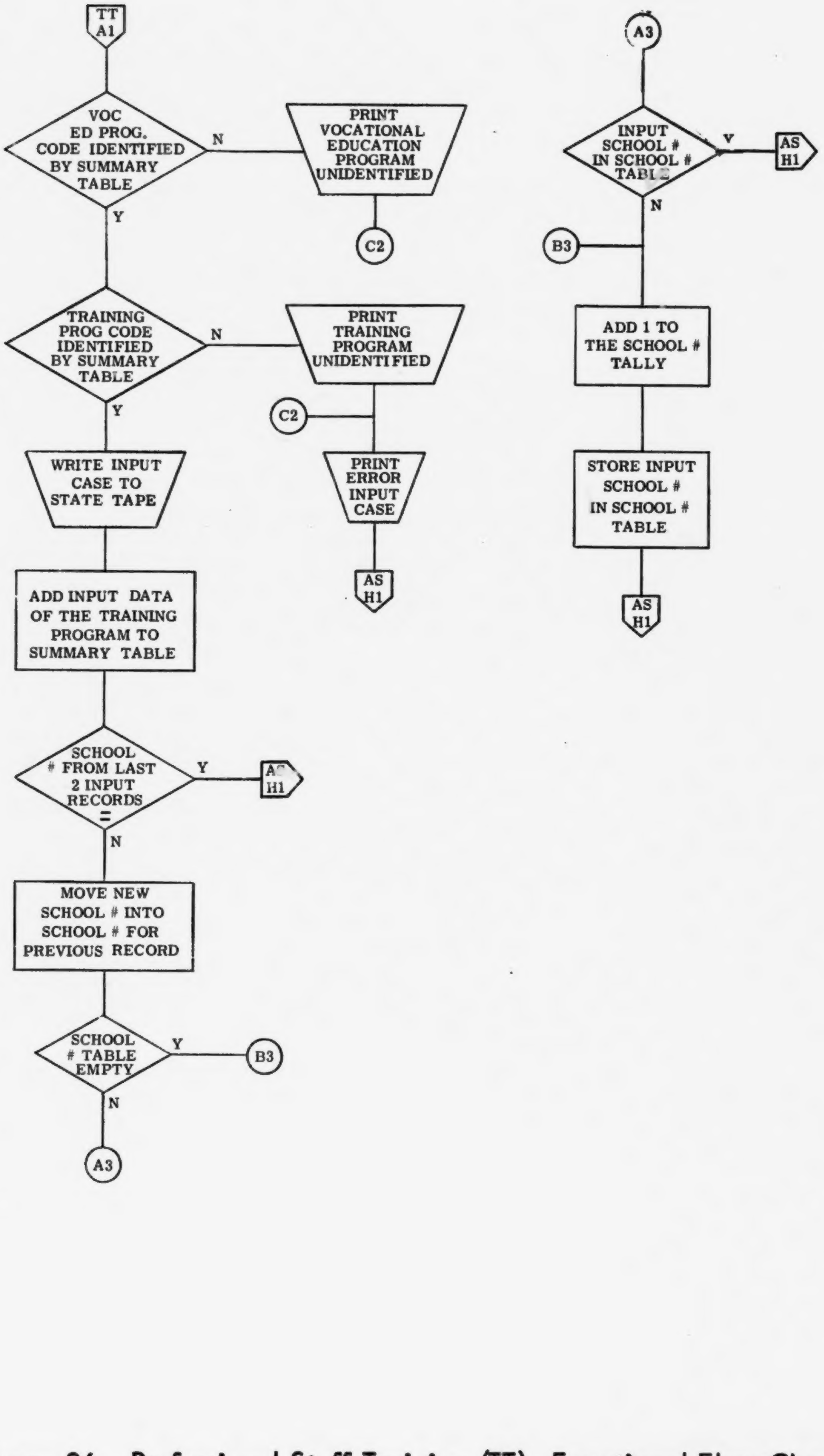

TT
A1
VOC ED PROG. CODE IDENTIFIED BY SUMMARY TABLE
N
Y
PRINT VOCATIONAL EDUCATION PROGRAM UNIDENTIFIED
C2
TRAINING PROG CODE IDENTIFIED BY SUMMARY TABLE
N
Y
PRINT TRAINING PROGRAM UNIDENTIFIED
C2
PRINT ERROR INPUT CASE
AS
H1
WRITE INPUT CASE TO STATE TAPE
ADD INPUT DATA OF THE TRAINING PROGRAM TO SUMMARY TABLE
SCHOOL # FROM LAST 2 INPUT RECORDS =
Y
AS
H1
N
MOVE NEW SCHOOL # INTO SCHOOL # FOR PREVIOUS RECORD
SCHOOL # TABLE EMPTY
Y
B3
N
A3
A3
INPUT SCHOOL # IN SCHOOL # TABLE
Y
AS
H1
N
B3
ADD 1 TO THE SCHOOL # TALLY
STORE INPUT SCHOOL # IN SCHOOL # TABLE
AS
H1

Figure 36. Professional Staff Training (TT), Functional Flow Chart

YEAR	STATE CODE	REGION CODE	CONG DIST	COUNTY CODE	SCHOOL DISTRICT CODE	SCHOOL NUMBER	RECORD ID	VOC ED PROGRAM*	TRAINING PROGRAM CODE**	# APPROVED PROGRAMS	# OF TEACHER TRAINERS	
											FULL-TIME	PART-TIME
(2)	(2)	(1)	(2)	(2)	(3)	(4)	(1)	(3)	(1)	(3)	(3)	(3)

# OF TEACHERS TRAINING ENROLLEES		# COMPLETING MINIMUM STATE PLAN REQUIREMENTS THIS FISCAL YEAR		# SEC COMPLETIONS PLACED IN FIELD FOR WHICH TRAINED		# ADULT COMPLETIONS PLACED IN FIELD FOR WHICH TRAINED	
PRE-SERVICE	IN-SERVICE	SEC/PS INSTRUCTION	ADULT INSTRUCTION	IN-STATE	OUT-OF STATE	IN-STATE	OUT-OF STATE
(4)	(4)	(4)	(4)	(4)	(3)	(4)	(3)

ESTIMATED # COMPLETIONS FOR NEXT FISCAL YEAR		EST'D NEED FOR TEACH NEXT FISC YEAR		END OF RECORD
SEC	ADULT	SEC	ADULT	▨
(4)	(4)	(2)	(2)	(1)

* VOCATIONAL EDUCATION PROGRAM CODE:

001 - AGRICULTURE
004 - DISTRIBUTION/MARKETING
007 - HEALTH
008 - HOME ECONOMICS
012 - OFFICE
016 - TECHNICAL
017 - TRADES AND INDUSTRY
075 - GUIDANCE

** TRAINING PROGRAM CODE:

1 - SUPERVISORY TRAINING
2 - ADMINISTRATIVE TRAINING
3 - TEACHER TRAINING
4 - COMBINATION OF 1, 2 AND 3
5 - OTHER

Figure 37. Professional Staff Training, Record Information, Record Tape Output Format

To obtain the number of institutions offering one or more approved teacher training programs a table (School Number Table) is constructed of all the new school codes as they enter the system. During the first pass through the computer program the table will be empty and the input school number will be placed in this table with the school number tally equal to one. For the balance of this pass, a test of the input school number will be made against the numbers in the table. If the input number is found to equal a school number in the table, a transfer is made to read a new record through the control of the Accessory Subsystem Executive Program. (Each input form constitutes an input record.) If there is no match, then the school number tally is increased by one and the input school number is added to the School Number Table. Then, a transfer to the executive program takes place to read a new record. If the School Number Table is subscripted, the value of the subscript which stores the last number in the table should equal the number of institutions offering one or more approved teacher training programs in vocational education and consequently the school number tally would not be necessary.

The Professional Staff Training Summary Table (figures 38 and 39) is a three-level subscript table. The first subscript variable represents eight vocational education program codes (three characters); the subscript variable represents the five training program codes (one character), and the third subscript represents the fifteen collection items. Since each summary collection item field consists of six characters, the complete table size is 3671 characters:

(15 fields x 6 characters) + 1 training program code character = 91 characters

91 characters x 5 training programs + 3 VEP characters = 458 characters

(458 characters x 8 VEP) + 2 State code characters + 2 year characters + 3 additional characters for institutions offering one or more approved programs = 3671 characters

The School Number Table size is a function of the number of institutions offering one or more approved training programs. Therefore, provisions should be made for a maximum number of characters to store all appropriate school identification numbers.

SCHOOL CONSTRUCTION PROGRAM

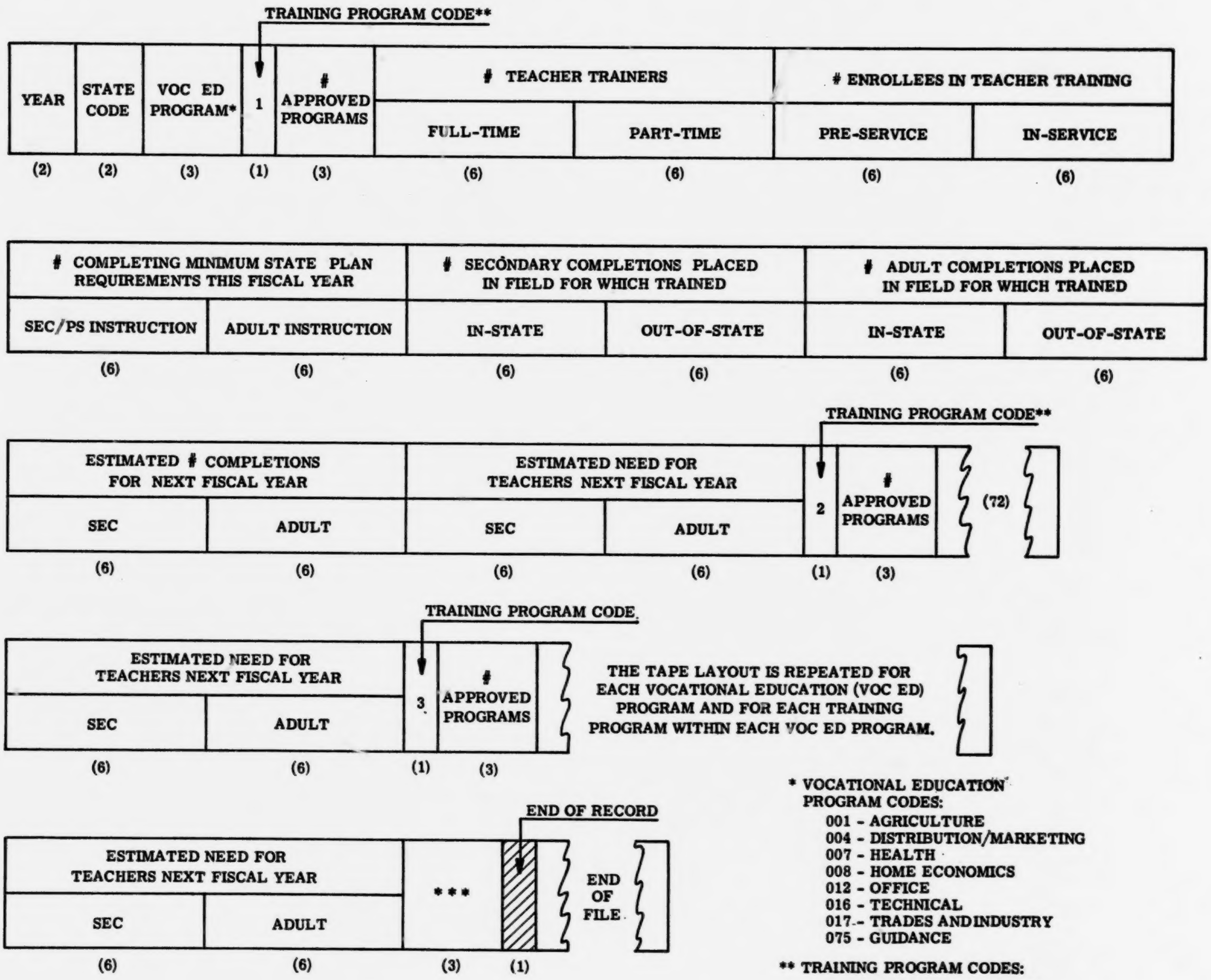
The School Construction Computer Program is used to process statistical data collected

```
                         PROFESSIONAL STAFF TRAINING FOR VOCATIONAL EDUCATION

                         SUPERVISORY TRAINING:      1
                         ADMINISTRATIVE TRAINING:   2
                         TEACHER TRAINING:          3
VOC. ED.                 COMBINATION OF 1,2 AND 3:  4
PROGRAM                  OTHER: 5
  (3)                      (1)
                                                                NUMBER COMPLETED        NUMBER SECONDARY
NUMBER                   NUMBER TEACHER        NUMBER ENROLLEES      MINIMUM STATE PLAN      COMPLETIONS PLACED
APPROVED                 TRAINERS              IN TEACHER TRAINING   REQ THIS FISCAL YEAR    IN FI[illegible] WHICH TRAINED
PROGRAMS                 FULL-TIME  PART-TIME  PRE-SERVICE  IN-SERVICE  SECONDARY  ADULT    IN-ST[illegible] OUT-STATE
  (3)                       (6)        (6)        (6)          (6)        (6)       (6)        (6)        (6)


NUMBER ADULT             ESTIMATED NUMBER      ESTIMATED NEED
COMPLETIONS PLACED       COMPLETIONS FOR       FOR TEACHERS
IN FIELD WHICH TRAINED   NEXT FISCAL YEAR      NEXT FISCAL YEAR
IN-STATE  OUT-STATE      SECONDARY  ADULT      SECONDARY  ADULT
  (6)        (6)            (6)      (6)          (6)      (6)


TOTAL NUMBER OF INSTITUTIONS
OFFERING ONE OR MORE APPROVED
TEACHER TRAINING PROGRAMS *
          (3)
```

* DATA PRINTED ONLY AT END OF PRINTOUT

NOTE: THE NUMBER IN THE PARENTHESES INDICATE THE MAXIMUM NUMBER OF CHARACTERS FOR EACH PRINTED NUMERICAL QUANTITY.

Figure 38. Professional Staff Training, Printout Format


TRAINING PROGRAM CODE**
YEAR
STATE CODE
VOC ED PROGRAM*
1
# APPROVED PROGRAMS
# TEACHER TRAINERS
FULL-TIME
PART-TIME
# ENROLLEES IN TEACHER TRAINING
PRE-SERVICE
IN-SERVICE
(2) (2) (3) (1) (3) (6) (6) (6) (6)
# COMPLETING MINIMUM STATE PLAN REQUIREMENTS THIS FISCAL YEAR
SEC/PS INSTRUCTION
ADULT INSTRUCTION
# SECONDARY COMPLETIONS PLACED IN FIELD FOR WHICH TRAINED
IN-STATE
OUT-OF-STATE
# ADULT COMPLETIONS PLACED IN FIELD FOR WHICH TRAINED
IN-STATE
OUT-OF-STATE
(6) (6) (6) (6) (6) (6)
TRAINING PROGRAM CODE**
ESTIMATED # COMPLETIONS FOR NEXT FISCAL YEAR
SEC
ADULT
ESTIMATED NEED FOR TEACHERS NEXT FISCAL YEAR
SEC
ADULT
2
# APPROVED PROGRAMS
(72)
(6) (6) (6) (6) (1) (3)
TRAINING PROGRAM CODE
ESTIMATED NEED FOR TEACHERS NEXT FISCAL YEAR
SEC
ADULT
3
# APPROVED PROGRAMS
(6) (6) (1) (3)
THE TAPE LAYOUT IS REPEATED FOR EACH VOCATIONAL EDUCATION (VOC ED) PROGRAM AND FOR EACH TRAINING PROGRAM WITHIN EACH VOC ED PROGRAM.
END OF RECORD
ESTIMATED NEED FOR TEACHERS NEXT FISCAL YEAR
SEC
ADULT
***
END OF FILE
(6) (6) (3) (1)

* VOCATIONAL EDUCATION PROGRAM CODES:
- 001 - AGRICULTURE
- 004 - DISTRIBUTION/MARKETING
- 007 - HEALTH
- 008 - HOME ECONOMICS
- 012 - OFFICE
- 016 - TECHNICAL
- 017 - TRADES AND INDUSTRY
- 075 - GUIDANCE

** TRAINING PROGRAM CODES:
- 1 - SUPERVISORY TRAINING
- 2 - ADMINISTRATIVE TRAINING
- 3 - TEACHER TRAINING
- 4 - COMBINATION OF 1, 2 AND 3
- 5 - OTHER

*** TOTAL NUMBER OF INSTITUTIONS OFFERING ONE OR MORE APPROVED TEACHER TRAINING PROGRAMS IN VOCATIONAL EDUCATION.

Figure 39. Professional Staff Training, Summary Table, Record Tape Output Format

on construction projects throughout the State. The input source for the program is Input Form VEIS-4, which is completed by all schools and/or school districts and forwarded to the State Department of Education. The functional flow chart for this program is shown in figure 40.

Since the form consists of two sheets, the input case read from tape consists of two records. The two records are both processed under the same project number. Normally, the first record of the pair in a school construction case is the C-record, which is stored in a designated area of the tape format (figure 41). The C-check indicator is set to one to notify the next record that a C-record has already been read and is waiting for a D-record with the same project number, so that the entire case can be processed. If a D-record is then read, it will be stored in a designated area of the tape format and the project numbers of the two records will be checked for equality. If they are identical, the type of area vocational school code and the type of construction program code will then be tested for a number less than 5 and 3, respectively. If the project numbers are not identical for the input case being processed, the computer program will print both project numbers and their complete school identifications. The new project numbers will be stored over the old in the tape format since the tape format project number should be the last record read: the C-check and D-check counters will indicate which record was read last. If either of the two codes is wrong, an error message reflecting the error and the two record cases are printed. Both C-check and D-check will be set to zero to indicate that a complete case was processed and that no part of a case is waiting to be processed. A transfer of control is made through the Accessory Subsystem Executive Program to read a new record.

If the D-record is read before the C-record, it will be stored in a designated area of the tape format and the D-check will be set to indicate that part of the input case is waiting for a C-record. The same checks described above will be made once the C-record is read If two C-records or two D-records are read together, the last record of the two will be held until its counterpart is read. The first record read will be lost and an error message will be printed stating that two C-records or two D-records have been read together. The printout will also list the associated project numbers and complete shool identifications.

After reading a complete input case of two records, the local, State, and Federal funds are stored in their respective tallies and are also totaled to obtain an input case total of the three funds.

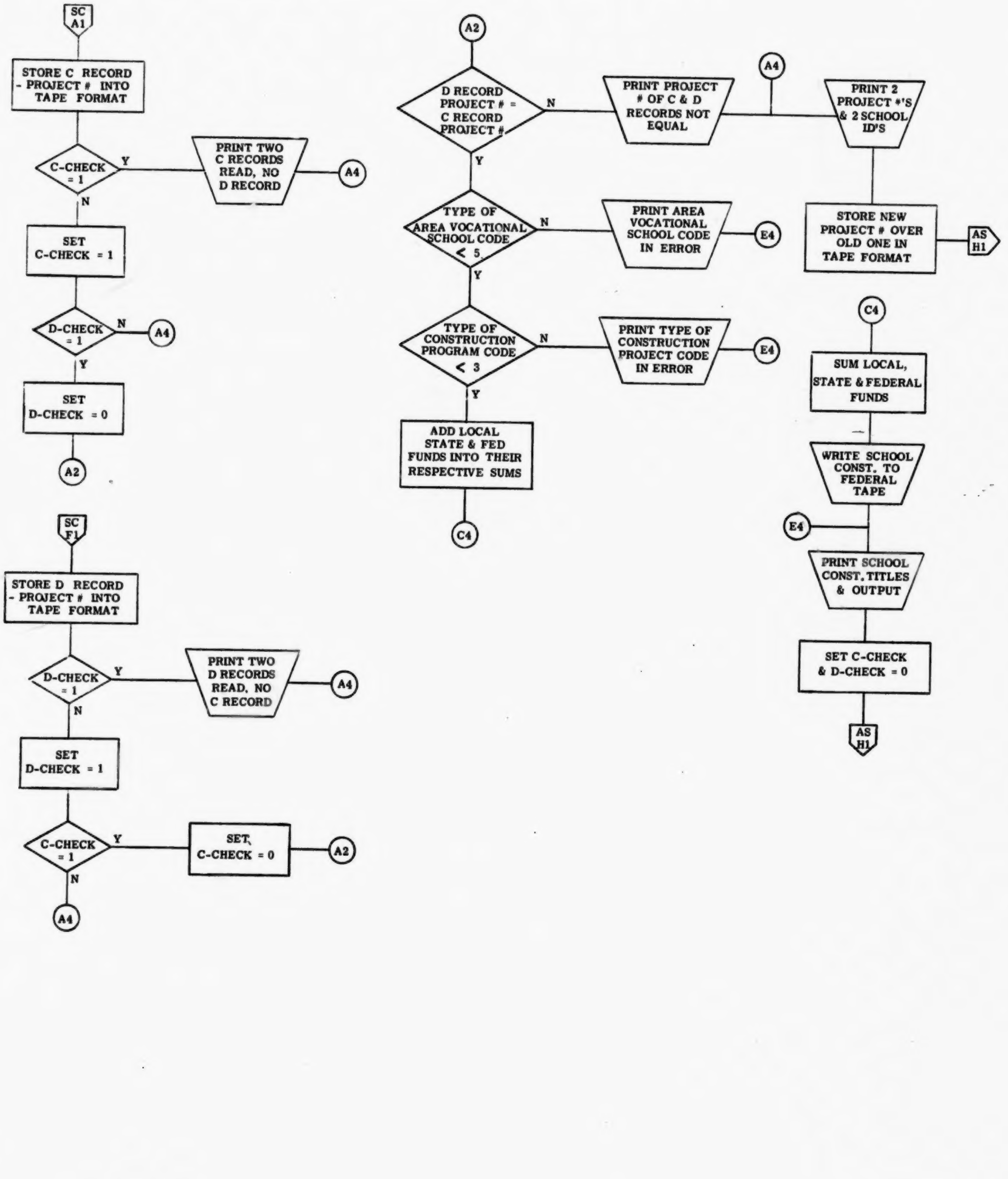

SC A1
STORE C RECORD - PROJECT # INTO TAPE FORMAT
C-CHECK = 1
Y
PRINT TWO C RECORDS READ, NO D RECORD
A4
N
SET C-CHECK = 1
D-CHECK = 1
N
A4
Y
SET D-CHECK = 0
A2
SC F1
STORE D RECORD - PROJECT # INTO TAPE FORMAT
D-CHECK = 1
Y
PRINT TWO D RECORDS READ, NO C RECORD
A4
N
SET D-CHECK = 1
C-CHECK = 1
Y
SET C-CHECK = 0
A2
N
A4
A2
D RECORD PROJECT # = C RECORD PROJECT #
N
PRINT PROJECT # OF C & D RECORDS NOT EQUAL
A4
PRINT 2 PROJECT #'S & 2 SCHOOL ID'S
Y
TYPE OF AREA VOCATIONAL SCHOOL CODE < 5
N
PRINT AREA VOCATIONAL SCHOOL CODE IN ERROR
E4
STORE NEW PROJECT # OVER OLD ONE IN TAPE FORMAT
AS H1
Y
TYPE OF CONSTRUCTION PROGRAM CODE < 3
N
PRINT TYPE OF CONSTRUCTION PROJECT CODE IN ERROR
E4
Y
ADD LOCAL STATE & FED FUNDS INTO THEIR RESPECTIVE SUMS
C4
C4
SUM LOCAL, STATE & FEDERAL FUNDS
WRITE SCHOOL CONST. TO FEDERAL TAPE
E4
PRINT SCHOOL CONST. TITLES & OUTPUT
SET C-CHECK & D-CHECK = 0
AS H1

Figure 40. School Construction (SC), Functional Flow Chart

YEAR	STATE CODE	REGION CODE	CONG DIST	COUNTY CODE	SCHOOL DISTRICT CODE	SCHOOL NUMBER	RECORD ID	PROJECT NUMBER	TYPE OF AREA VOC SCHOOL*	TYPE OF CONSTRUCTION PROGRAM**	AGRICULTURE	
											NEW FACILITY (N)	EXISTING FACILITY (E)
(2)	(2)	(1)	(2)	(2)	(3)	(4)	(1)	(6)	(1)	(1)	(4)	(4)

DISTRIBUTION/MARKETING		HEALTH		HOME ECONOMICS		OFFICE	
N	E	N	E	N	E	N	E
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)

TECHNICAL		TRADES AND INDUSTRY		ACRES FOR CONSTRUCTION PROJECT	TOTAL SQUARE FEET IN PROJECT	# CLASS-ROOMS	# LABS/SHOPS
N	E	N	E				
(4)	(4)	(4)	(4)	(4)	(6)	(2)	(2)

FUNDS EXPENDED FOR PROJECT			COST OF INITIAL EQUIPMENT INCLUDED IN PROJECT
FEDERAL	STATE	LOCAL	
(8)	(8)	(8)	(8)

SUM OF FEDERAL, STATE, AND LOCAL FUNDS	END OF RECORD
(8)	(1)

*TYPE OF AREA VOCATIONAL SCHOOL CODE:

1 - SPECIALIZED HIGH SCHOOL
2 - DEPARTMENT OF A HIGH SCHOOL
3 - TECHNICAL/VOCATIONAL SCHOOL
4 - DEPARTMENT OF A HIGHER EDUCATION INSTITUTION

** TYPE OF CONSTRUCTION PROGRAM CODE:

1 - EXPANSION, REMODELING AND/OR ALTERATIONS
2 - CONSTRUCTION OF NEW BUILDINGS

Figure 41. School Construction, Record Information, Record Tape Output Format

The only storage necessary for this program is the three fields for local, State and Federal funds with each field consisting of nine characters for a storage size of 27 characters.

END OF JOB PROGRAM

The End of Job Computer Program functions as the Accessory Subsystem Output Program. This program is used to write output information on the Federal file and print summary tables and punch cards needed for the Financial Subsystem. The functional flow chart is shown in figure 42.

First, the End of Job Program writes to the Federal tape and prints the three total sums of local, State, and Federal funds for all school construction projects in the State. (The checked error-free school construction statistical data was previously written on the Federal tape through the School Construction Program.)

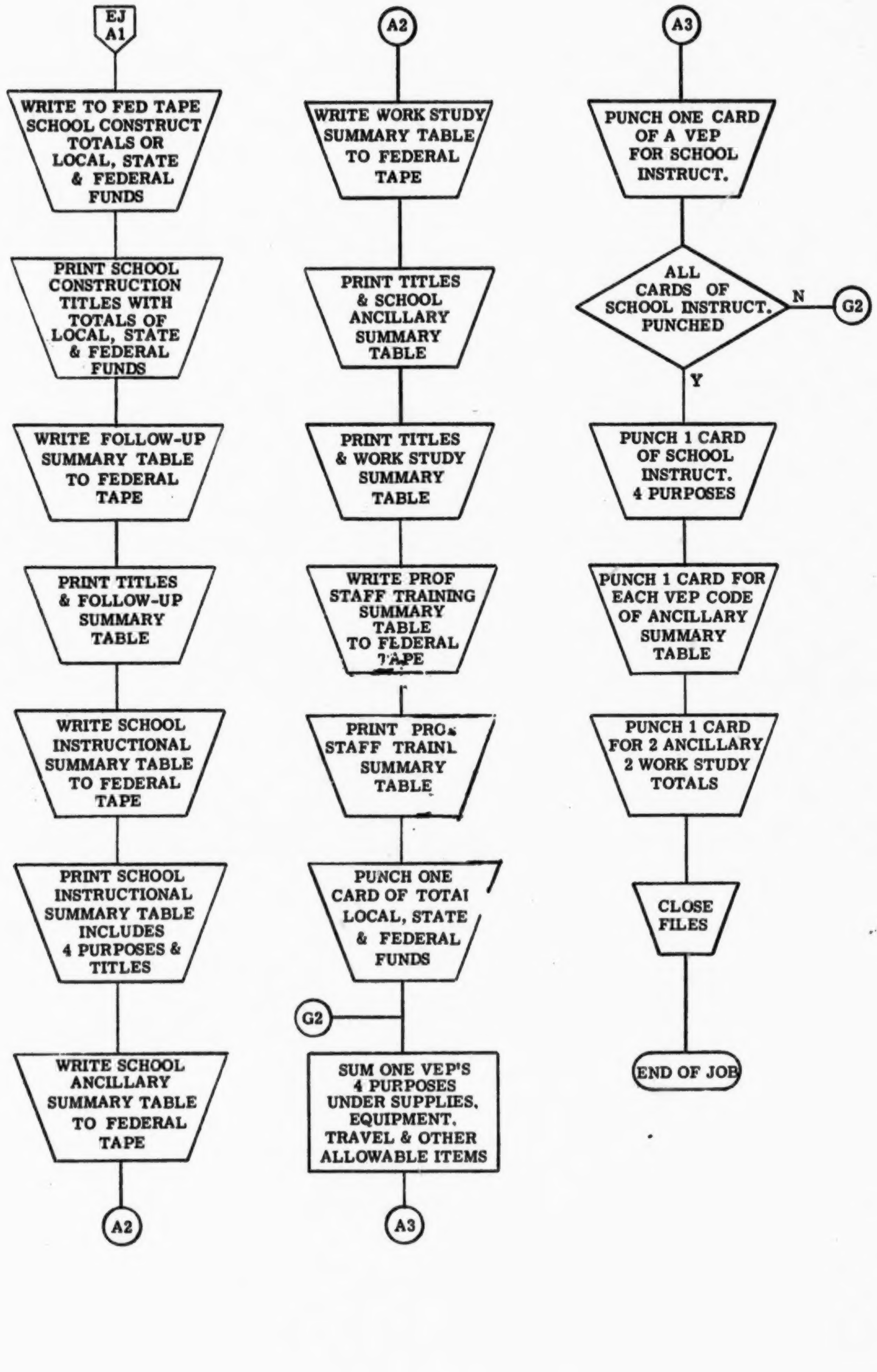
Second, the Follow-Up Summary Table is written on the Federal tape and then printed. The program sequences the output so secondary data precedes post-secondary data for a particular vocational education program (figure 26).

Next, the School Instructional Summary Table is written on the Federal tape. It includes the four purpose totals for secondary, post-secondary, adult, and persons with special needs (figure 30). The four purpose totals are also included in the printout.

Next, the two summary tables for the School Ancillary Program are written on Federal tape (figure 35); one table contains ancillary service data and the other, administrative and student salaries for work study. A summation of ancillary and work study funds will be included at the end of the respective tables. The same information is printed by purpose code and vocational education program.

The last summary table to be written on the Federal tape (figure 39) and printed is the one for Professional Staff Training Program.

The Accessory Subsystem End of Job Program also generates outputs for use by the Financial Subsystem. These outputs can be punched on cards, as suggested here, or stored



EJ A1
WRITE TO FED TAPE SCHOOL CONSTRUCT TOTALS OR LOCAL, STATE & FEDERAL FUNDS
PRINT SCHOOL CONSTRUCTION TITLES WITH TOTALS OF LOCAL, STATE & FEDERAL FUNDS
WRITE FOLLOW-UP SUMMARY TABLE TO FEDERAL TAPE
PRINT TITLES & FOLLOW-UP SUMMARY TABLE
WRITE SCHOOL INSTRUCTIONAL SUMMARY TABLE TO FEDERAL TAPE
PRINT SCHOOL INSTRUCTIONAL SUMMARY TABLE INCLUDES 4 PURPOSES & TITLES
WRITE SCHOOL ANCILLARY SUMMARY TABLE TO FEDERAL TAPE
A2
A2
WRITE WORK STUDY SUMMARY TABLE TO FEDERAL TAPE
PRINT TITLES & SCHOOL ANCILLARY SUMMARY TABLE
PRINT TITLES & WORK STUDY SUMMARY TABLE
WRITE PROF STAFF TRAINING SUMMARY TABLE TO FEDERAL TAPE
PRINT PROF STAFF TRAINING SUMMARY TABLE
PUNCH ONE CARD OF TOTAL LOCAL, STATE & FEDERAL FUNDS
G2
SUM ONE VEP'S 4 PURPOSES UNDER SUPPLIES, EQUIPMENT, TRAVEL & OTHER ALLOWABLE ITEMS
A3
A3
PUNCH ONE CARD OF A VEP FOR SCHOOL INSTRUCT.
ALL CARDS OF SCHOOL INSTRUCT. PUNCHED
N
G2
Y
PUNCH 1 CARD OF SCHOOL INSTRUCT. 4 PURPOSES
PUNCH 1 CARD FOR EACH VEP CODE OF ANCILLARY SUMMARY TABLE
PUNCH 1 CARD FOR 2 ANCILLARY 2 WORK STUDY TOTALS
CLOSE FILES
END OF JOB

Figure 42. End of Job (EJ), Functional Flow Chart

on any convenient medium available in the State. For example, if the State has a sufficient number of tapes and tape stations, it may be more expedient to use the tapes in place of cards for the storage of this information. The Financial Subsystem Summary Tables serviced by the Accessory Subsystems and the related outputs generated by the Accessory Subsystem are listed below:

a. Expenditure of Funds for Vocational Education by Purpose, Table 2 (figure 17):

   1. The total local, State, and Federal funds for school construction is obtained from the School Construction Summary Table. These sums are entered under Vocational Education Act of 1963 in local, State, and Federal columns in Table 2.

   2. The four total purpose sums (secondary, post-secondary, adult, and persons with special needs) are obtained from the School Instructional Expenditures Summary Table for each vocational education program. These sums are entered under Vocational Education Act of 1963 in the Grand Total column in Table 2.

   3. The two total sums for ancillary services and work study are obtained from the School Ancillary Summary Table. These sums are entered under Vocational Education Act of 1963 in the Grand Total column in Table 2.

b. Expenditure of Funds for Vocational Education by Program, Table 1 (figure 15):

   1. After the necessary summation is performed by the End of Job Program, the following sums are obtained from the School Instructional Expenditures Summary Table:

      (a) Secondary instructional salaries
      (b) Post-secondary instructional salaries
      (c) Adult instructional salaries
      (d) Persons with special needs instructional salaries
      (e) Supplies
      (f) Equipment
      (g) Travel
      (h) Other allowable items

      These sums, by vocational education program, are entered under Local Boards of Education in the Grand Total column in Table 1.

2. All the ancillary service totals, by vocational education program, are obtained from the School Ancillary Summary Table. The sums are entered under Vocational Education Act of 1963 in the Grand Total column in Table 1.

After all the above information is generated, the files that were opened at the start of the program run are closed and the end of job is effected.

CHAPTER 3

REPORT FORMS AND INSTRUCTIONS

This chapter contains the report forms and associated instructions that are used as the collection medium for VEIS. Table 1 (Chapter 1) lists the VEIS input forms (VEIS-1 through -12), identifies the reporting levels that must complete the form, and briefly describes the purpose of each form.

The unique format of the input forms was adopted to facilitate data conversion from the forms to punched cards by key-punch operators. The position numbers (numbers 1-80 below boxes for data entries) on the forms are keyed to the 80 columns of a punched card. The position numbers are also used to correlate the instructions that accompany each form to the data items included on the form.

As noted earlier in the manual, VEIS was made compatible to BEDS (Basic Educational Data System), as it was known at the time VEIS was developed, and many BEDS collection items were included on the input forms to meet this requirement. Those items not directly related to vocational education requirements are flagged with a double dagger (††) symbol on the form. In addition, items unique to the State of California (for demonstration purposes) are appropriately identified on each form.

The general and detailed instructions for each form should be thoroughly read by all users before the forms are completed. All respondents should be impressed with the fact that the outputs generated by VEIS are only as accurate as the basic data fed into the system.

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-1

PROFESSIONAL STAFF RECORD FOR VOCATIONAL EDUCATION (PART I AND PART II)

INTRODUCTION

Form VEIS-1, Professional Staff Record for Vocational Education, is used to collect statistical information about vocational education personnel. The information collected is processed and stored in a central file of a data processing system maintained by the State Department of Education. The file will provide the State with ready access to data frequently required for Federal- and State-level reports.

This staff record consists of two forms: Part I and Part II. All vocational education staff personnel (teachers and administrators) will complete a set of these forms. Part I asks for personal data; Part II asks for information about each activity assigned to the staff member (e.g., course, class, special assignment, etc.). Each staff member will complete only one Part I form; however, he will complete a separate Part II form for each of his vocational education activities. After all the Part II forms have been completed, they should be numbered sequentially (in the upper right-hand corner of each sheet), collated (Part I followed by Part II sheets), stapled in the upper left-hand corner, and submitted to a designated school official.

NOTE

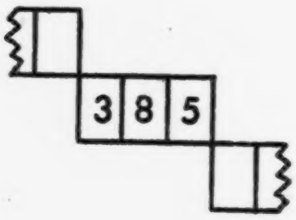
Form VEIS-1, Part II is also used to obtain unduplicated student enrollment by vocational education program count. Special instructions for this purpose follow the Detailed Instructions for Part II.

Carefully read both the general and the detailed instructions that follow before completing the forms. There are several items in Part II that are not applicable for administrative personnel and, therefore, should not be completed by them.

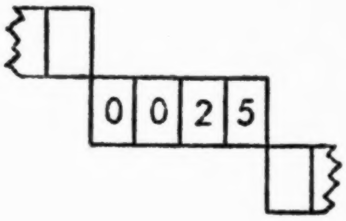
GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.

2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

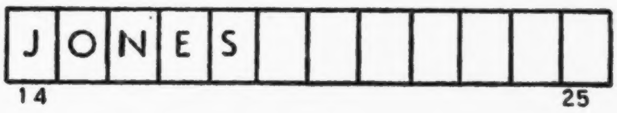
5. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

6. Fill in the box in the lower right-hand corner of each sheet of each part of the form.

7. Refer to the VEIS Glossary of Terms for definitions of terms that are not defined in the detailed instructions.

PART I - DETAILED INSTRUCTIONS

Column 1	Do not use this space; it is reserved for programmer's use.
Columns 2 - 3	Enter the last two digits of the number of latest school year to which the data entered on the form is applicable. For example, if the data represents the 1965-66 school year, enter 66 in the spaces provided.
Columns 4 - 12 . . .	Enter your social security number. Use all nine spaces.
Column 13	Do not use this space; it is reserved for programmer's use.
Columns 14 - 25 . . .	Print your last name, starting with column 14. Enter only one letter in each space provided. In this case, the spaces that are not used should remain blank; that is, do not enter a zero in unused blank spaces, as is required in General Instruction No. 3. For example, the name "Jones" would be recorded as follows:



If your last name contains more than 12 letters, print the first 12 letters in the spaces provided, and the remainder of the letters outside the columnar spaces. For example, the name "Schwarzenbacher" would be recorded as follows:

S	C	H	W	A	R	Z	E	N	B	A	C	HER
14											25	

Column 26 . . . . . Enter your first initial.

Column 27 . . . . . Enter your middle initial. If you do not have a middle initial, leave the column blank.

Column 28 . . . . . Enter an M (male) or an F (female) to identify your sex.

Columns 29 – 30 . . . Insert the last two digits of the number of your year of birth. For example, if you were born in 1927, enter "27" in the spaces provided.

Columns 31 – 32 . . . Enter, from the following list, the Administrative Organization Unit code that best describes your employing agency. Your selection should be based on your major assignments or responsibilities; examples are cited for each of the Administrative Organization Units listed below:

Administrative Organization Unit	Code
Public School (e.g., teacher, principal, librarian, counselor)	11
Local Basic Administrative Unit (commonly referred to as "school district") (e.g., superintendent, central office staff, supervisor)	12
Intermediate Administrative Unit (commonly referred to as "region") (e.g., administrative staff)	13
State Education Agency (e.g., state board, executive officers, staff)	14
Public School Operated by the State (e.g., State school for the blind or deaf, or a State correctional institution)	15

Administrative Organization Unit (Cont)	Code
Public School Operated by the Federal Government (e.g., Federally operated school for military dependents or service personnel)	21
Nonpublic School	31

Columns 33 – 37 . . . . Enter your annual contract salary, including extra pay and/or other compensation for additional assignments if these are considered to be part of your contract salary. (Note: Extra pay not included in your contract salary will be reported in columns 48 – 51.)

For example, assume your compensation for the year was as follows:

a.	Teaching assignment (part of contract salary)	$8,200.
b.	Sponsor a student vocational education extracurricular activity (part of contract salary)	300.
c.	Teach an evening adult vocational education course (not part of contract salary)	450.
d.	Develop vocational education curriculum during summer months (not part of contract salary)	500.

Since items a. and b. are part of the annual contracted salary, you would enter 8,500 in the spaces provided; items c. and d. would not be entered at this time.

Columns 38 – 39 . . . . Enter the number of months covered by your contract period.

Column 40 . . . . . . Enter a code to indicate whether your employment with the Administrative Organization Unit (columns 31 – 32) is full-time (code 1) or part-time (code 2).

Column 41 . . . . . . If you entered code 2 (part-time) in column 40, enter here (column 41) the appropriate Other Employment code from the following list:

Other Employment	Code
Secondary school	1

Other Employment (cont)	Code
Post-secondary school	2
Industry	3
Employment other than the above	4
No other employment	5

Columns 42-43 . . . . . Enter the percentage (to the nearest whole number) part-time that you are employed at the Administrative Organization Unit identified in columns 31-32. This item applies to staff members who are employed part-time for part or all of the regular school term. The percentage reflects the ratio of the part-time hours per unit period to the total hours that would normally be devoted to full-time work for the same period. Enter "00" if employed full time.

Columns 44-47 . . . . . Enter the amount of extra pay and/or other compensations for extra duties that is included in the annual contract salary reported in columns 33-37. For example, in the situation cited for columns 33-37, you would enter 300 in the spaces provided (columns 44-47).

Columns 48-51 . . . . . Enter the amount of extra pay and/or other compensations for extra duties that is not included in the annual contract salary reported in columns 33-37. For example, in the situation cited for columns 33-37, you would enter 950 (sum of items c. and d.) in the spaces provided (columns 48-51).

Column 52 . . . . . . Enter the number of periods into which a regular school day at your school is divided. If your school uses a flexible schedule (e.g., a junior college), enter a "0" in the space provided.

Columns 53-70 . . . . . Do not use these spaces; they are reserved for the programmer's use

Columns 71-80 . . . . . Do not use these spaces.

Fill in the box in the lower right-hand corner of the sheet.

PART II - DETAILED INSTRUCTIONS

NOTE

Administrative personnel should not complete columns 16-23, 26-30, and 33-51. Enter "0" in each of these spaces.

Column 1 . . . . Do not use this space; it is reserved for programmer's use.

Column 2 . . . . Enter the code that identifies the function of this sheet. If the sheet is to be used by your school as part of its start-of-year application to the State for the approval of funds, enter Code A. If it is to be used as part of an end-of-year report for vocational education programs, enter code R. The administrative office will provide you with the function (code).

Columns 3 - 4 . . . . . . Assign a Sequence Activity Number to each of the activities to which you are assigned. The numbers should be selected from the three groups shown below, starting with the lowest number (01, 51, or 71) in each group. An activity is defined as a discrete area of responsibility and/or assignment (classroom, course, guidance, etc.) within the groups listed below. You should prepare a separate Part II sheet for each activity which you report, and assign a number (in sequential order) to each activity.

Activity	Number Group
Activities covered by annual contract salary. (These activities do not include extra duties covered by extra pay included in the annual contract salary)	01 to 09
Activities covered by extra pay included in annual contract salary	51 to 59
Activities covered by extra pay not included in annual contract salary.	71 to 79

To determine whether a particular assignment should be considered one activity or more than one activity, the following criteria should be used:

a. If a lesson lasts two or more periods, it counts as one activity.

b. If the same course is taught to different groups of pupils, each class is considered a separate activity.

c. If different courses are taught to the same group of pupils, each course is considered a separate activity.

d. Each inclusive non-teaching activity should be reported as a separate activity. For example, part-time department chairman and agriculture extra-curricular advisor would count as two separate activities.

Using the illustrations provided for columns 33-37 in Part I, and assuming you had the assignments shown below, the Sequence Activity Numbers would be assigned in this way:

a.	Teach Drafting I to two different classes	01, 02
b.	Teach Electric Wiring I & II, one class per course	03, 04
c.	Serve as advisor to a vocational education extra-curricular activity	51
d.	Develop a vocational education curriculum during the summer	71

In the above example, you performed six different activities and, therefore, would complete six separate Part II sheets.

Columns 5 - 6 . . . . Enter the code that identifies the Instructional Organization in which the Sequence Activity Number identified in columns 3 - 4 is taught, or by which it is sponsored. The term "instructional organization" refers to a school or other educational organization whose purpose is to provide instruction of a given type or types. Select a code from the following list only if you entered code 11 (public school), code 15 (public school operated by the State), code 21 (public school operated by the Federal government), or code 31 (nonpublic school) in columns 31 - 32 in Part I of the Professional Staff Record. Otherwise use code "09."

Instructional Organization	Code
Regular or comprehensive high school	12

Instructional Organization (cont)	Code
Vocational/technical school, local	14
Technical institute	30
University or college	40
Community or junior college	45
Vocational/technical school, area or regional	50
Combination secondary, post-secondary, and technical	80
Under contract	90

Columns 7 - 9 . . . . Enter, from the following list, the Position, Title, or Assignment code that best describes the Sequence Activity identified in columns 3 -4.

Position, Title or Assignment	Code
Director	300
Supervisor (includes consultants)	400
Assistant supervisor	410
Curriculum specialist	420
Research specialist (vocational)	421
Teacher	
Classroom	601
Substitute	602
Homebound or hospitalized	603
Supervising or department head	604
Teacher trainee (vocational)	607

Position, Title or Assignment (cont)	Code
Other teacher	609
Itinerant teacher (vocational)	611
Teacher coordinator (vocational)	612
Youth organization specialist (vocational)	620
Counselor	750
Other professional personnel	900
Non-credential personnel (trades and industry)	950

Columns 10 – 12 . . . . Enter, from the following list, the Area of Responsibility code that best describes your duties for the Sequence Activity identified in columns 3 – 4.

Code	Area of Responsibility
	Administration Service Area
101	School Board
102	Board Secretary's Office
103	Board Treasurer's Office
104	School Elections
105	Tax Collection
106	Legal Services
107	Other Board of Education Responsibility
110	General Administration
111	Public Information Services
112	Centralized Research Services
113	Statistical Services
114	Data Processing Services
115	Printing, Publishing, Duplicating
120	Administration of Instruction
130	Personnel Administration
140	Pupil Personnel Services Administration
150	Business Administration
160	Fiscal Control (Financial Accounting)
170	Buildings and Grounds Administration
180	Purchasing and Stores
190	Other Administrative Responsibility

Code	Area of Responsibility (cont)
	Instruction Service Area
210	Improvement of Curriculum and Instruction
220	School Direction and Management
230	Classroom Instruction
235	The Training of Preservice and Inservice Teachers
239	Teaching, Other Than Classroom Instruction
240	Textbook Program
250	School Library Services
260	Audiovisual Services
270	Guidance Services
280	Psychological Services
290	Educational Television
298	Supervising or Coordinating – Activities in an area or region (Vocational)
299	Other Instructional Services Responsibility
300	Other School Services
	Attendance and School Social Work Service Area
311	Attendance Services
312	School Social Work Services
319	Other Attendance and School Social Work Responsibility
	Health Services Service Area
321	Physical and Mental Health Services
322	Dental Health Services
323	School Nurse Services
329	Other Health Services Responsibility
	Pupil Transportation Services Service Area
331	Pupil Transportation Vehicle Operation
332	Pupil Transportation Services Insurance
333	Replacement of Pupil Transportation Services Vehicles
334	Operation and Maintenance of Pupil Transportation Services
335	Pupil Transportation Vehicle Servicing and Maintenance
336	Parent – Arranged Transportation of Pupils
337	Direction and Management of Pupil Transportation Services Program
339	Other Pupil Transportation Services Responsibility

Columns 13 - 15 . . . . Enter, from the following list, the Instructional Program code that identifies the Instructional Program for the Sequence Activity identified in columns 3 - 4.

Instructional Program (Vocational Education Only)	Code
Agriculture	001
Distribution/Marketing Education	004
Health Occupations	007
Home Economics	008
Office Occupations Education	012
Technical Education	016
Trades and Industry Education	017
Work Experience Education	021
Combination of two or more of the above instruction programs	097

Columns 16 - 19 . . . . Enter, from the following list, the Instructional Course code that identifies the Instructional Course for the Sequence Activity identified in columns 3 - 4. (Note that a separate group of Instructional Courses is provided for each of the Instructional Programs listed for use in columns 13 - 15. In columns 16 - 19, enter only the 4-digit codes which are applicable to the Instructional Program identified in columns 13 - 15.) For example, if the Instructional Program identified in columns 13 - 15 were Trades and Industry Education (code 017) and the Instructional Course was Carpentry, you would enter "0500" in columns 16 - 19. (NEC, as used below, is the abbreviation for "not elsewhere classified.")

Code	Instructional Course
0010000	Agriculture (Vocational Education)
0100	Agricultural Marketing
0200	Agricultural Processing
0300	Agricultural Production
0400	Agricultural Services

Code	Instructional Course
0500	Horticulture, Ornamental
0600	Agricultural Mechanics (NEC)
0700	Farm Management (NEC)
0800	Forestry (NEC)
9800	Non-course Activity
9900	Other Agriculture (NEC)
0040000	Distribution/Marketing Education (Vocational Education)
0100	Apparel, Shoes
0200	Automotive, Petroleum
0300	Business Services, Advertising
0400	Export Trade
0500	Finance and Insurance
0600	Fish Merchandising (Fishery)
0700	Food
0800	Food Service
0900	Furniture
1000	General Merchandise
1100	Hardware, Lumber, Equipment
1200	Hotel, Motel
1300	Management, Mid-management
1400	Manufacturer Representatives
1500	Real Estate
1600	Transportation
1700	Wholesale (NEC)
9800	Non-course Activity
9900	Other Distribution/Marketing (NEC)
0070000	Health Occupations (Vocational Education)
0100	Dental Assistant
0200	Dental Lab Assistant
0300	Dispensing Optician Assistant
0400	Medical Assistant
0500	Medical Lab Assistant
0600	Nurses Aide
0700	Operating Room Assistant
0800	Physical Therapy Assistant
0900	Practical Nurse
9800	Non-course Activity
9900	Other Health Occupation (NEC)

Code	Instructional Course (cont)
0080000	Home Economics (Vocational Education)
0100	Homemaking (Useful Employment)
0110	Child Development
0120	Clothing and Textiles
0130	Consumer Education
0140	Family Relations/Family Living
0150	Food/Nutrition
0160	Home Management
0170	Housing/Home Furnishings
0180	Home Economics (Homemaking) (High School Only)
0190	Other Homemaking (NEC)
0200	Occupational Preparation (Gainful Employment)
0210	Care and Guidance of Children
0220	Food Management, Production, and Services
0230	Institutional and Home Management
0240	Clothing Management, Production and Service
0250	Home Furnishings and Equipment
0290	Other Occupational Preparation in Home Economics (Specify)
9800	Non-course Activity
9900	Other Home Economics (NEC)
0120000	Office Occupations Education (Vocational Education)
0100	Accounting, Auditing, Budget and Management Analysis
0200	Administrative Specialization
0300	Computing and Accounting
0400	Data Processing
0500	Information and Message Distribution
0600	Material and Production Recording
0700	Miscellaneous Clerical
0800	Stenographic-Secretarial
0900	Typing and Related
1000	Filing and Related
1100	Supervisory
1200	Personnel and Training Administration
9800	Non-course Activity
9900	Other Office Education (NEC)
0160000	Technical Education (Vocational Education)
0100	Aeronautical and Aero-space Technology
0200	Building Construction Technology

Code	Instructional Course (Cont)
0300	Chemical Technology
0400	Civil Technology
0500	Dental Technology
0600	Electrical Technology
0700	Electronics Technology
0800	Instrumentation Technology
0900	Mechanical Technology (including mechanical drafting and design; tool and die design; and mechanical production)
9800	Non-course Activity
1000	Metallurgical Technology
9900	Other Technical Education (NEC)
0170000	Trade and Industrial Education (Vocational Education)
0100	Air Conditioning and Refrigeration
0200	Aircraft Maintenance
0300	Automotive
0400	Barbering
0500	Carpentry
0600	Commercial Art
0700	Commercial Food Preparation
0800	Cosmetology
0900	Diesel
1000	Drafting
1100	Dressmaking and Tailoring
1200	Electrical, Industrial
1300	Electrical, Lineman Training
1400	Electrical, Wiring
1500	Firemen Training
1600	Fishery
1700	Food Service Worker (including waiter/waitress)
1800	Heavy Equipment Operation
1900	Hotel, Motel, and Restaurant (except waiter/waitress)
2000	Law Enforcement
2100	Machine Tool Operator
2200	Machine Shop
2300	Meat Cutter
2400	Painting and Decorating
2500	Photography
2600	Plumbing
2700	Printing
2800	Radio and TV Maintenance

Code	Instructional Course (Cont)
2900	Service Occupations (NEC)
3000	Sheet Metal (NEC)
3100	Shoe Repairing
3200	Small Engine Repair (Internal Combustion)
3300	Supervisory
3400	Surveying
3500	Trowel Trades
3600	Watchmaking
3700	Welding
3800	General Continuation
9800	Non-course Activity
9900	Other Trade and Industrial Education (NEC)

0190000 Basic Education Vocational Education Act of 1963 (Special Needs)

Columns 20 - 21 . . . . Enter, from the following list, the Instructional Grade code that identifies the grade level at which the course listed in columns 16 - 19 was developed.

Instructional Grade	Code
7th grade	07
8th grade	08
9th grade	09
10th grade	10
11th grade	11
12th grade	12
13th grade	13
14th grade	14
Combination 7th, 8th, & 9th (Junior High)	51
Combination 10th, 11th, & 12th grades	52

Instruction Grade (Cont)	Code
Combination 13th & 14th grades	53
Special Needs	91
Adult	95

Columns 22 - 23 . . . . Enter, from the following list, the Method of Instruction code that best describes the method of instruction or type of program for which the course listed in columns 16 - 19 was developed.

Method of Instruction	Code
Supplementary vocational program	30
Cooperative education	32
Preservice teacher training (vocational)	34
Apprenticeship training (vocational)	35
On-The-Job training	36
Part-time general continuation class (vocational, trade and industrial)	37
Preparatory program (vocational)	38
Ungraded secondary	80
Other NEC	90
Workshop	92
Seminar	94

Columns 24 - 25 . . . . Enter the applicable "Administrative Level" code from the list below. This item is not applicable to staff members performing teaching assignments, but only to staff members that render the service described herein. The term "Administrative Level" refers to the level at which staff members with special assignments provide leadership, guidance, and other assistance to the teaching staff. The purpose of this assistance is to improve the curriculum and the curriculum materials used by teachers in performing their teaching activities. Staff members performing this function would include supervisors of instruction, audio-visual consultants, subject matter consultants, curriculum consultants, helping teachers, etc.

Administrative Level	Code
Kindergarten and pre-kindergarten	10
Elementary	20
Intermediate	30
Secondary	40
Post-secondary	50
Elementary-secondary combined or ungraded	60
Adult	70

Columns 26 - 28 . . . . Enter the period length (in minutes) for the Instructional Course identified in columns 16 - 19. Include switching time (time between classes) in the entry. If the course identified in columns 16 - 19 is taught according to a flexible schedule (the period length varies from day to day or period to period), enter the total number of minutes per week the course is taught.

Column 29 . . . . . . Enter the number of periods per day that the Instructional Course identified in columns 16 - 19, is held. If the course schedule is flexible enter a "1" in the space provided.

Column 30 . . . . . . Enter the number of days per week that the Instructional Course, identified in columns 16 - 19 is held. If the course schedule is flexible, enter a "1" in the space provided.

Columns 31 - 32 . . . . Enter the number of weeks per semester during which the Instructional Course identified in columns 16 - 19 is held.

Column 33 . . . . . . Enter "code N" if the Instructional Course identified in columns 16 - 19 is a new course; if not, enter the number of years the course has been in existence. If more than nine years, enter 9.

Columns 34 - 36 . . . . Enter the number of male pupils enrolled in the Sequence Activity identified in columns 3 - 4.

Columns 37 - 39 . . . . Enter the number of female pupils enrolled in the Sequence Activity identified in columns 3 - 4.

Columns 40 - 41 . . . . Enter, from the following list, the Type of Pupil code that best describes the type of pupil enrolled in the Sequence Activity identified in columns 3 - 4.

Type of Pupil	Code
Regular	10
Handicapped	20
Gifted	30
Adult and out-of-school	40
Person with special needs	50
Former Dropout	60
Other	90

Columns 42 - 45 . . . . Enter your travel expense for the Sequence Activity identified in columns 3 - 4.

Columns 46 - 49 . . . . Enter expenses related to the preparation of brochures for business vocational education programs.

Columns 50 - 51 . . . . Enter the number of years of job experience you have had which is related to the Sequence Activity identified in columns 3 - 4. Do not include teaching experience in your entry.

Columns 52 - 53 . . . . Enter the first letter of your first name in column 52 and the first letter of your last name in column 53.

Columns 54 – 78	Do not use these spaces; they are reserved for the programmer's use.
Columns 79 – 80	Enter the last two digits of the number of latest school year to which the data entered on the form is applicable. Fill in the box in the lower right-hand corner of each sheet.

PART II – SPECIAL INSTRUCTIONS (UNDUPLICATED STUDENT COUNT)

NOTE

When Part II is used to report unduplicated student enrollment by program, the form must be completed by a school official (department head or counselor) who is cognizant of the number of students enrolled in a specific vocational education program (Agriculture, Home Economics, Trades and Industry, etc.). A student counted in one program shall not be counted in a second program. Complete a separate Part II form for each program.

Column 1.	Do not use this space, it is reserved for programmer's use.
Column 2.	*Enter code R.*
Columns 3 – 4	Do not use these spaces. Enter 0's in the spaces.
Columns 5 – 6	Enter the code that identifies the Instructional Organization in which the program (columns 13 – 15) is taught. Use the codes listed under Detailed Instructions, Columns 5-6.
Columns 7 – 9	Enter the code that best describes your position, title, or assignment. (See Note, above.) Use the codes listed under Detailed Instructions, Columns 7-9.
Columns 10 – 12	Enter code 313 for unduplicated student count.
Columns 13 – 15	Enter the vocational education program code that identifies the program for which the unduplicated count is reported. Use the codes listed under Detailed Instructions, Columns 13-15.
Columns 16 – 33	Do not use these spaces. Enter 0's in these spaces.
Columns 34 – 36	Enter the number of male students (unduplicated count) enrolled in the vocational education program identified in columns 13-15. If the enrollment exceeds 999, use a second Part II form for the balance of the enrollment.

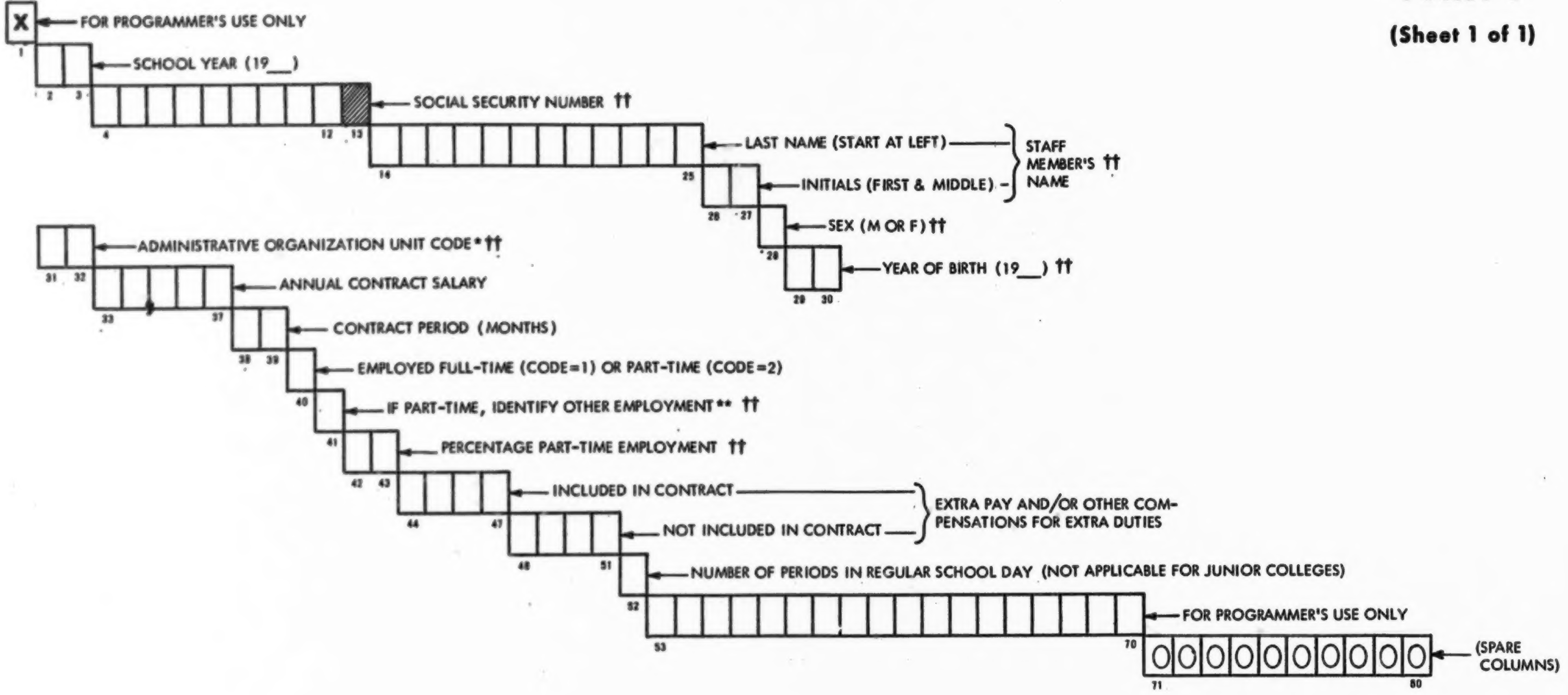
Columns 37 - 39	Enter the number of female students (unduplicated count) enrolled in the vocational education program identified in columns 13-15. If the enrollment exceeds 999, use a second Part II form for the balance of the enrollment.
Columns 40 - 78	Do not use these spaces. Enter 0's in these spaces.
Columns 79 - 80	Enter the last two digits of latest school year to which the data entered on the form is applicable.

PROFESSIONAL STAFF RECORD FOR VOCATIONAL EDUCATION

PART I OF TWO PARTS

PART I

(Sheet 1 of 1)



X
FOR PROGRAMMER'S USE ONLY
1
SCHOOL YEAR (19__)
2
3
SOCIAL SECURITY NUMBER ††
4
12
13
LAST NAME (START AT LEFT)
14
25
INITIALS (FIRST & MIDDLE)
STAFF MEMBER'S †† NAME
26
27
SEX (M OR F) ††
28
YEAR OF BIRTH (19__) ††
29
30
ADMINISTRATIVE ORGANIZATION UNIT CODE* ††
31
32
ANNUAL CONTRACT SALARY
33
37
CONTRACT PERIOD (MONTHS)
38
39
EMPLOYED FULL-TIME (CODE=1) OR PART-TIME (CODE=2)
40
IF PART-TIME, IDENTIFY OTHER EMPLOYMENT** ††
41
PERCENTAGE PART-TIME EMPLOYMENT ††
42
43
INCLUDED IN CONTRACT
44
47
NOT INCLUDED IN CONTRACT
EXTRA PAY AND/OR OTHER COMPENSATIONS FOR EXTRA DUTIES
48
51
NUMBER OF PERIODS IN REGULAR SCHOOL DAY (NOT APPLICABLE FOR JUNIOR COLLEGES)
52
53
FOR PROGRAMMER'S USE ONLY
70
0 0 0 0 0 0 0 0 0 0
71
80
(SPARE COLUMNS)

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting salary/pay. For amounts ending .01 to .50, enter next lower dollar, and for amounts ending .51 to .99, enter next higher dollar.

NOTES

*Select proper code from applicable list of codes in detailed instructions.

**Select Other Employment code from the following list:
- 1 - Secondary school
- 2 - Post-secondary school
- 3 - Industry
- 4 - Employment other than 1, 2, or 3, above
- 5 - No other employment

†† This data is not required for Vocational Education. It is for BEDS purposes only.

NAME OF STAFF MEMBER: ____________________

SCHOOL OR EMPLOYING AGENCY: ____________________

APPROVAL SIGNATURE: ____________________

DATE PREPARED: ____________________

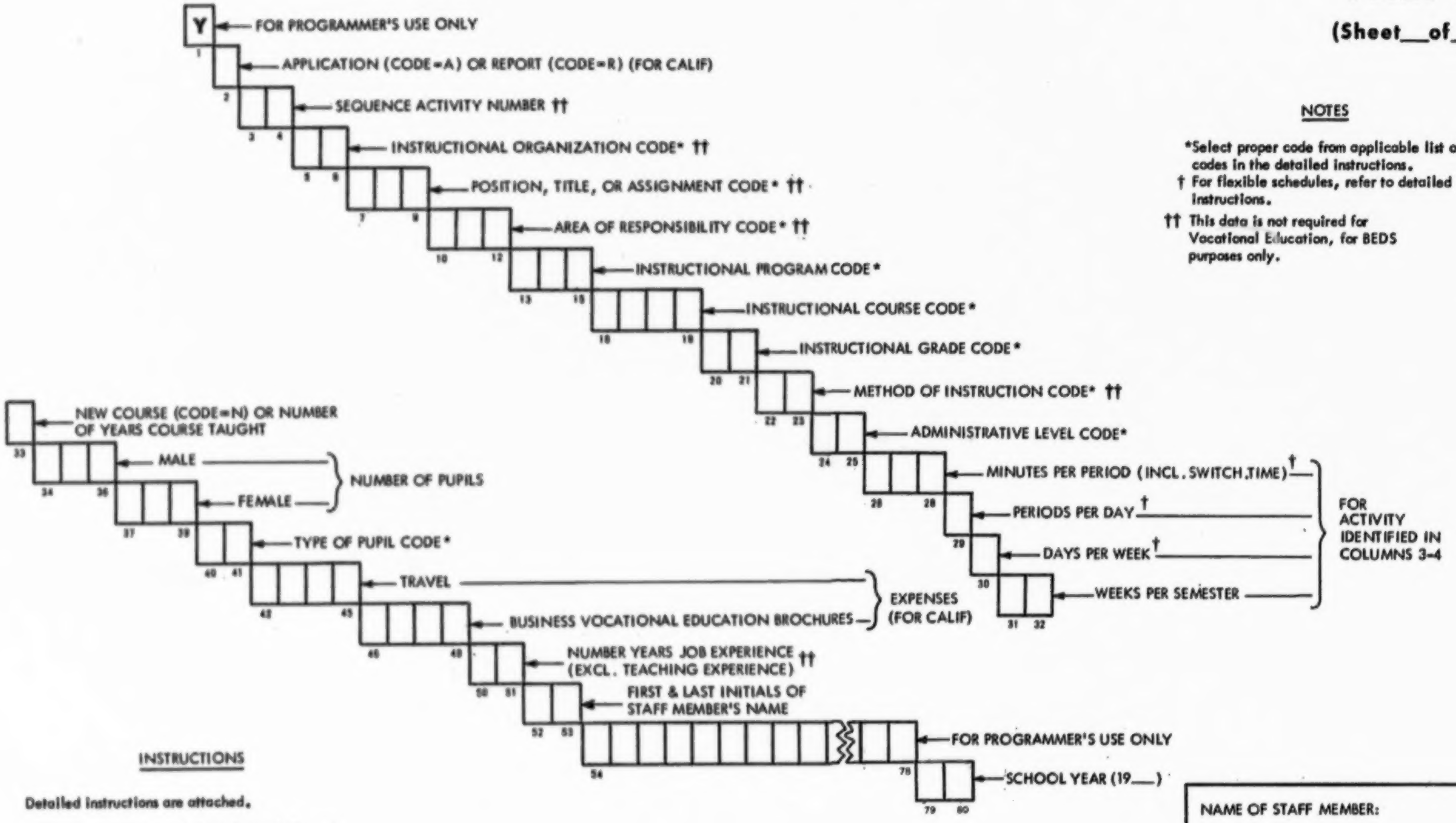
Federal Electric Corporation Form VEIS-1 (1 of 2) — Jun 66

PROFESSIONAL STAFF RECORD FOR VOCATIONAL EDUCATION

PART II OF TWO PARTS

PART II

(Sheet__of__)


Y
FOR PROGRAMMER'S USE ONLY
1
APPLICATION (CODE=A) OR REPORT (CODE=R) (FOR CALIF)
2
SEQUENCE ACTIVITY NUMBER ††
3 4
INSTRUCTIONAL ORGANIZATION CODE* ††
5 6
POSITION, TITLE, OR ASSIGNMENT CODE* ††
7 9
AREA OF RESPONSIBILITY CODE* ††
10 12
INSTRUCTIONAL PROGRAM CODE*
13 15
INSTRUCTIONAL COURSE CODE*
16 19
INSTRUCTIONAL GRADE CODE*
20 21
METHOD OF INSTRUCTION CODE* ††
22 23
ADMINISTRATIVE LEVEL CODE*
24 25
MINUTES PER PERIOD (INCL. SWITCH TIME)†
26 28
PERIODS PER DAY†
29
DAYS PER WEEK†
30
WEEKS PER SEMESTER
31 32
FOR ACTIVITY IDENTIFIED IN COLUMNS 3-4
NEW COURSE (CODE=N) OR NUMBER OF YEARS COURSE TAUGHT
33
MALE
34 36
FEMALE
37 39
NUMBER OF PUPILS
TYPE OF PUPIL CODE*
40 41
TRAVEL
42 45
BUSINESS VOCATIONAL EDUCATION BROCHURES
46 49
EXPENSES (FOR CALIF)
NUMBER YEARS JOB EXPERIENCE (EXCL. TEACHING EXPERIENCE) ††
50 51
FIRST & LAST INITIALS OF STAFF MEMBER'S NAME
52 53
54
FOR PROGRAMMER'S USE ONLY
78
SCHOOL YEAR (19__)
79 80

NOTES

*Select proper code from applicable list of codes in the detailed instructions.

† For flexible schedules, refer to detailed instructions.

†† This data is not required for Vocational Education, for BEDS purposes only.

INSTRUCTIONS

Detailed instructions are attached.

Prepare a separate Part II sheet for each Current Activity reported by the staff member and enter sheet numbers in upper right-hand corners of sheets.

In columns 5-53, report only data pertaining to the Current Activity identified in columns 3-4.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place an "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, enter next lower dollar, and for amounts ending .51 to .99, enter next higher dollar.

NAME OF STAFF MEMBER: ________

SCHOOL OR EMPLOYING AGENCY: ________

APPROVAL SIGNATURE: ________

DATE PREPARED: ________

Federal Electric Corporation Form VEIS-1 (2 of 2) — Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-2

FOLLOW-UP OF ENROLLEES IN COOPERATIVE AND PREPARATORY VOCATIONAL EDUCATION PROGRAMS

INTRODUCTION

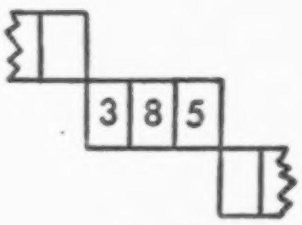
Form VEIS-2, Follow-Up of Enrollees in Cooperative and Preparatory Vocational Education Programs, is used to collect statistical data on students that have completed various programs within a specific school. The data will be used by the State Department of Education to meet Federal reporting requirements and also used for various evaluation and analytical studies.

Carefully read both the general and the detailed instructions that follow before completing the form.

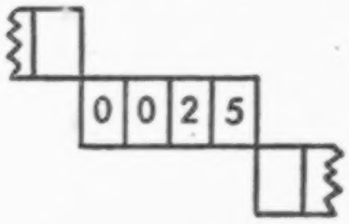
GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.

2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-4.

6. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-2 form required to report the "Follow-Up of Enrollees" data for all the Vocational Education Programs offered in the school system.) Staple the complete set in the upper left-hand corner.

7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

8. Fill in the box in the lower right-hand corner of each sheet of the form.

9. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1	Do not use this space; it is reserved for programmer's use.
Columns 2-4	Insert the appropriate Vocational Education Program code from the following list:

Vocational Education Program	Code
Agriculture	001
Distribution/Marketing	004
Health	007
Home Economics	008
Office	012
Technical	016
Trades and Industry	017

Column 5	Enter, from the following list, the code that identifies the type of school offering the vocational education program identified in columns 2 - 4:

Type of School	Code
Secondary	1
Post-secondary	2

Columns 6 - 13	Enter the number of male (columns 6 - 9) and female (columns 10 - 13) students who completed all the program requirements for the vocational education program identified in columns 2 - 4.
Columns 14 - 18 . . .	Enter the number of male (columns 14 - 16) and female (columns 17 - 18) students who entered the armed forces after completing all the program requirements.
Columns 19 - 24 . . .	Enter the number of male (columns 19 - 21) and female (columns 22 - 24) students who continued full-time school after completing all the program requirements.
Columns 25 - 30 . . .	Enter the number of male (columns 25 - 27) and female (columns 28 - 30) students who did not enter the labor force for other reasons after completing all the program requirements. Do not include students who have been accounted for in other information categories on the form.
Columns 31 - 36 . . .	Enter the number of male (columns 31 - 33) and female (columns 34 - 36) students who completed all the program requirements and who are now employed full-time in the occupation for which trained.
Columns 37 - 42 . . .	Enter the number of male (columns 37 - 39) and female (columns 40 - 42) students who completed all the program requirements and who are now employed full-time in an occupation related to their training. Do not include students who were reported in columns 31 - 36.
Columns 43 - 48 . . .	Enter the number of male (columns 43 - 45) and female (columns 46 - 48) students who completed all the program requirements and who are now employed full-time in an occupation not related to their training. Do not include students who were reported in columns 31 - 36 and 37 - 42.
Columns 49 - 54 . . .	Enter the number of male (columns 49 - 51) and female (columns 52 - 54) students who completed all the program requirements and who are now employed part-time, regardless of whether the occupation is, or is

not, related to their training. Do not include students who are employed part-time and are attending full-time school. These students should be included in the numbers reported in columns 19-24.

Columns 55-60	Enter the number of male (columns 55-57) and female (columns 58-60) students who completed all the program requirements and who are now unemployed.
Columns 61-64	Enter the number of male (columns 61-62) and female (columns 63-64) students who completed all the program requirements and whose status is unknown at this time.
Columns 65-68	Enter the number of male (columns 65-66) and female (columns 67-68) students who left school before completing all their program requirements, but who left with marketable skills and are now employed in an occupation related to their training.
Column 69	Enter the code (provided by State education agency) that identifies the school region in which the reporting school is located.
Columns 70-71	Enter the number that identifies the congressional district in which the reporting school is located.
Columns 72-73	Enter the code (provided by State education agency) that identifies the county in which the reporting school is located.
Columns 74-76	Enter the code (provided by State education agency) that identifies the school district in which the reporting school is located.
Columns 77-80	Enter the School Identification Number (provided by the State educational agency).

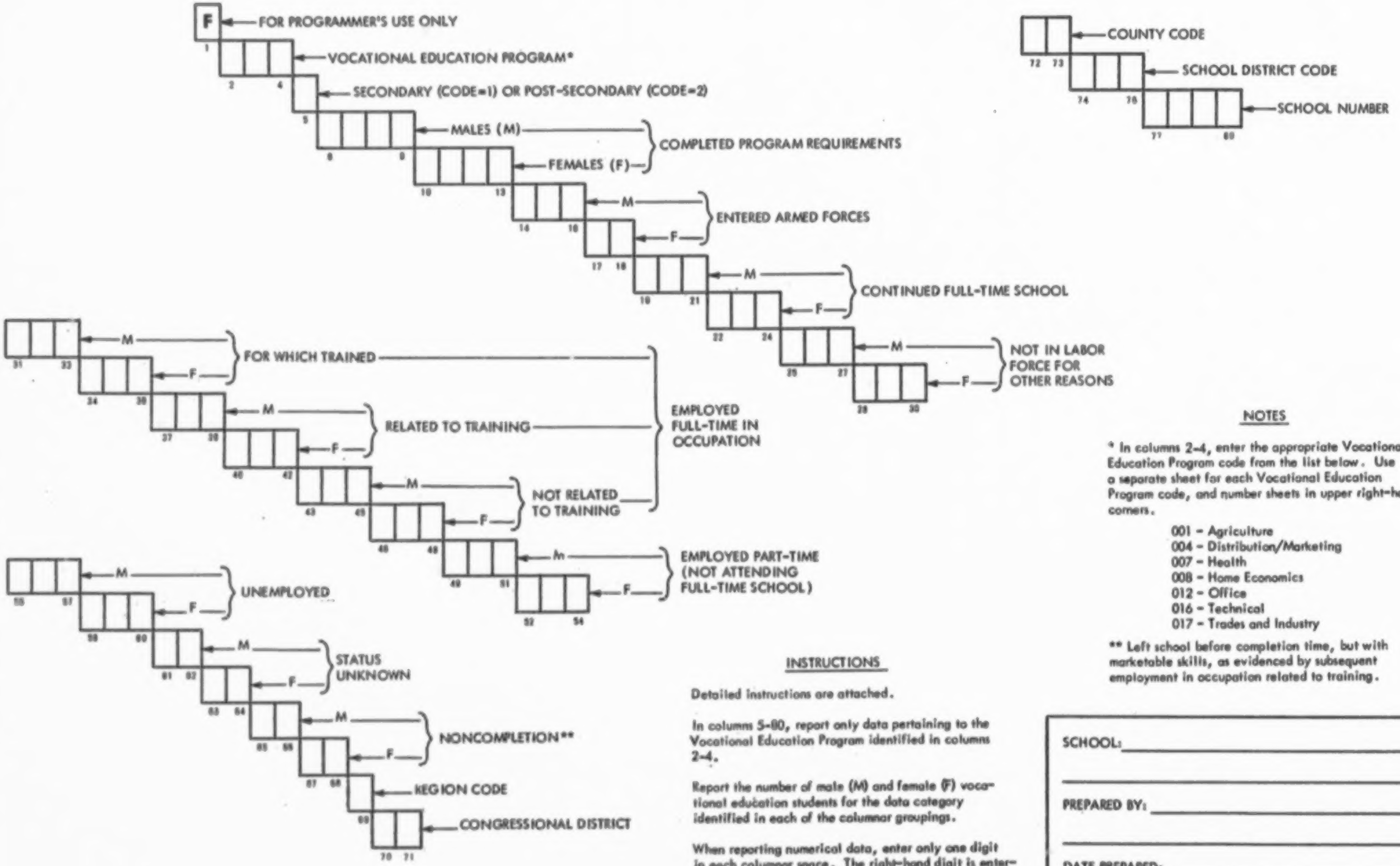
Fill in the box in the lower right-hand corner of each sheet.

NOTE

This form should be checked carefully. The sum of the numbers in columns 6-13 must equal the sum of the numbers entered in columns 14-64. Recheck the General Instructions.

FOLLOW-UP OF ENROLLEES IN COOPERATIVE AND PREPARATORY VOCATIONAL EDUCATION PROGRAMS

(Sheet__of__)


F
FOR PROGRAMMER'S USE ONLY
1
VOCATIONAL EDUCATION PROGRAM*
2 4
SECONDARY (CODE=1) OR POST-SECONDARY (CODE=2)
5
MALES (M)
6 9
FEMALES (F)
10 13
COMPLETED PROGRAM REQUIREMENTS
M
F
14 16
17 18
ENTERED ARMED FORCES
M
F
19 21
22 24
CONTINUED FULL-TIME SCHOOL
M
F
25 27
28 30
NOT IN LABOR FORCE FOR OTHER REASONS
M
F
31 33
34 36
FOR WHICH TRAINED
M
F
37 39
40 42
RELATED TO TRAINING
M
F
43 45
46 48
NOT RELATED TO TRAINING
EMPLOYED FULL-TIME IN OCCUPATION
M
F
49 51
52 54
EMPLOYED PART-TIME (NOT ATTENDING FULL-TIME SCHOOL)
M
F
55 57
58 60
UNEMPLOYED
M
F
61 62
63 64
STATUS UNKNOWN
M
F
65 66
67 68
NONCOMPLETION**
69
REGION CODE
70 71
CONGRESSIONAL DISTRICT
COUNTY CODE
72 73
SCHOOL DISTRICT CODE
74 76
SCHOOL NUMBER
77 80

NOTES

* In columns 2-4, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet for each Vocational Education Program code, and number sheets in upper right-hand corners.

001 - Agriculture
004 - Distribution/Marketing
007 - Health
008 - Home Economics
012 - Office
016 - Technical
017 - Trades and Industry

** Left school before completion time, but with marketable skills, as evidenced by subsequent employment in occupation related to training.

INSTRUCTIONS

Detailed instructions are attached.

In columns 5-80, report only data pertaining to the Vocational Education Program identified in columns 2-4.

Report the number of male (M) and female (F) vocational education students for the data category identified in each of the columnar groupings.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

SCHOOL:____________________

PREPARED BY:____________________

DATE PREPARED:____________________

FISCAL YEAR ENDING 30 JUNE 19___

Federal Electric Corporation Form VEIS-2 — Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-3

STATUS OF PROFESSIONAL STAFF TRAINING IN VOCATIONAL EDUCATION

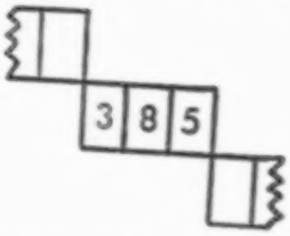
INTRODUCTION

Form VEIS-3, Status of Professional Staff Training in Vocational Education, is used to collect information about teacher and administrative training programs. The data collected will be used by the State Department of Education to fulfill Federal reporting requirements, and for various studies conducted by State and local agencies.

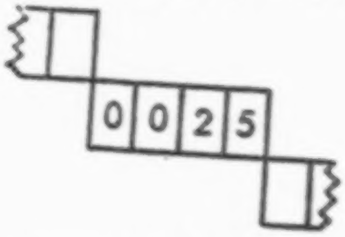
Carefully read both the general and the detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-4.

6. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-3 form required to report the "Status of Professional Staff Training" data for all the Vocational Education Programs offered in the school system.) Staple the complete set in the upper left-hand corner.

7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

8. Fill in the box in the lower right-hand corner of each sheet of the form.

9. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 . . . . . . Do not use this space; it is reserved for programmer's use.

Columns 2 - 4 . . . . Insert the appropriate Vocational Education Program code from the following list:

Vocational Education Program	Code
Agriculture	001
Distribution/Marketing	004
Health	007
Home Economics	008
Office	012
Technical	016
Trades and Industry	017

Vocational Education Program (Cont)	Code
Guidance	075

Column 5 . . . . . . Enter, from the following list, a Training Program code which is applicable to the Vocational Education Program identified in columns 2-4.

Training Program	Code
Supervisory Training	1
Administrative Training	2
Teacher Training	3
Combination of the above	4
Other	5

Columns 6-8. . . . . Enter the number of teacher/professional training programs of the type identified in column 5 that were approved by the State for reimbursement.

Columns 9-14 . . . . Enter the number of full-time (columns 9-11) and part-time (columns 12-14) teachers who are associated with the type of training program identified in column 5.

Columns 15-22. . . . Enter the number of Pre-Service (columns 15-18) and In-Service (columns 19-22) enrollees in the teacher-training programs. The term "pre-service" refers to pre-employment training offered to people preparing to teach vocational education students or to assume professional duties and responsibilities in the field of vocational education, and the term "in-service" refers to training designed to contribute to the employed teacher's professional growth during the time of his or her service in a school system.

Columns 23-30. . . . Enter the number of enrollees who completed the minimum State plan requirements during the fiscal year. Secondary and/or post secondary enrollees (columns 23-26) are teacher trainees who are, or will be, teaching in secondary and/or post secondary school education programs. Adult enrollees (columns 27-30) are teacher trainees who are, or will be, teaching in adult school programs (usually part-time) directed toward adult students (e.g., adult extension courses). Do not report in the Adult category enrollees whom you have already reported in the Secondary and/or Post Secondary category.

Columns 31 - 37 . . . . Enter the number of enrollees who completed their teacher training requirements this fiscal year (in accordance with minimum State plan requirements) for secondary school instruction education programs and who have been placed in In-State (columns 31 - 34) and in Out-of-State (columns 35 - 37) positions.

Columns 38 - 44 . . . . Enter the number of enrollees who completed their teacher training requirements this fiscal year (in accordance with the minimum State plan requirements) for adult school instruction programs and who have been placed in In-State (columns 38 - 41) and Out-of-State (columns 42 - 44) positions. Do not report in this (Adult Instruction) category enrollees who were reported in the Secondary School Instruction category (columns 31 - 37).

Columns 45 - 52. . . . Enter the number of enrollees who will complete minimum State plan requirements during the next fiscal year. Do not report in the Adult category (columns 49 - 52) enrollees who were reported in the Secondary category (columns 45 - 48).

Columns 53 - 56 . . . . Enter an estimate of the number of teachers who will be needed as replacements and for program expansion during the next fiscal year. This estimate should be limited to school districts whose requirements are usually filled by the reporting school or State agency. Do not report in the Adult category (columns 55 - 56) enrollees who were reported in the Secondary (columns 53 - 54) category.

Columns 57 - 66 . . . . Do not use these spaces.

Columns 67 - 68 . . . . Enter the last two digits of the number of the fiscal year in which the data reported is applicable. For example, if data on the form represents the 1965 Fiscal year, enter 65 in the spaces provided.

Column 69 . . . . . . Enter the code (provided by State education agency) that identifies the school region in which the reporting school or agency is located.

Columns 70 - 71 . . . . Enter the number that identifies the congressional district in which the reporting school or agency is located.

Columns 72 - 73 . . . . Enter the code (provided by State education agency) that identifies the county in which the reporting school or agency is located.

Columns 74 - 76 . . . . Enter the code (provided by State education agency) that identifies the school district in which the reporting school or agency is located.

Columns 77- 80 . . . . Enter the school or agency identification number (provided by State education agency).

Fill in the box in the lower right-hand corner of each sheet.

NOTE

This form should be checked carefully. Recheck the General Instructions.

STATUS OF PROFESSIONAL STAFF TRAINING IN VOCATIONAL EDUCATION

(Sheet__of__)

T ← FOR PROGRAMMER'S USE ONLY (1)
☐☐☐ ← VOCATIONAL EDUCATION PROGRAM* (2–4)
☐ ← TRAINING PROGRAM** (5)
☐☐☐ ← APPROVED PROGRAMS (6–8)

NUMBER OF TEACHER TRAINERS
☐☐☐ ← FULL-TIME (9–11)
☐☐☐ ← PART-TIME (12–14)

NUMBER OF ENROLLEES IN TEACHER TRAINING
☐☐☐☐ ← PRE-SERVICE (15–18)
☐☐☐☐ ← IN-SERVICE (19–22)

NUMBER COMPLETING MINIMUM STATE PLAN REQUIREMENTS THIS FISCAL YEAR
☐☐☐☐ ← SECONDARY AND/OR POST-SECONDARY INSTRUCTION (23–26)
☐☐☐☐ ← ADULT INSTRUCTION (27–30)

NUMBER OF SECONDARY COMPLETIONS PLACED IN FIELD FOR WHICH TRAINED
☐☐☐☐ ← IN-STATE (31–34)
☐☐☐ ← OUT-OF-STATE (35–37)

NUMBER OF ADULT COMPLETIONS PLACED IN FIELD FOR WHICH TRAINED
☐☐☐☐ ← IN-STATE (38–41)
☐☐☐ ← OUT-OF-STATE (42–44)

ESTIMATED NUMBER OF COMPLETIONS FOR NEXT FISCAL YEAR
☐☐☐☐ ← SECONDARY (45–48)
☐☐☐☐ ← ADULT (49–52)

ESTIMATED NEED FOR TEACHERS FOR NEXT FISCAL YEAR
☐☐ ← SECONDARY (53–54)
☐☐ ← ADULT (55–56)

0 0 0 0 0 0 0 0 0 0 ← (SPARE COLUMNS) (57–66)
☐☐ ← YEAR (19__) (67–68)
☐ ← REGION CODE (69)
☐☐ ← CONGRESSIONAL DISTRICT (70–71)

☐☐ ← COUNTY CODE (72–73)
☐☐☐ ← SCHOOL DISTRICT CODE (74–76)
☐☐☐☐ ← SCHOOL NUMBER (77–80)

NOTES

*Insert appropriate Vocational Education Program code from the list below. Prepare a separate sheet of the form for each VEP code and number sheets in upper right-hand corners, per detailed instructions.

001 - Agriculture
004 - Distribution/Marketing
007 - Health
008 - Home Economics
012 - Office
016 - Technical
017 - Trades and Industry
075 - Guidance

** Insert appropriate Training Program code from the list below. Prepare a separate sheet of the form for each TP code and number sheets in upper right-hand corners, per detailed instructions.

1 - Supervisory Training
2 - Administrative Training
3 - Teacher Training
4 - Combination of 1, 2 and 3
5 - Other

INSTRUCTIONS

Detailed instructions are attached.

In columns 6-80, report only data pertaining to the Vocational Education Program identified in columns 2-4 and the Training Program identified in column 5.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

INSTITUTION/STATE AGENCY: ________________

APPROVAL SIGNATURE: ________________

DATE PREPARED: ________________

FISCAL YEAR ENDING 30 JUNE 19___

Federal Electric Corporation Form VEIS-3 — Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-4

PROJECT STATUS AND EXPENDITURES OF AREA VOCATIONAL SCHOOL CONSTRUCTION

INTRODUCTION

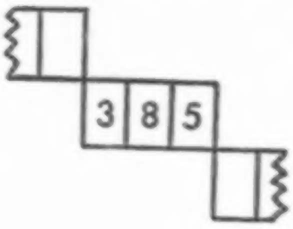
Form VEIS-4, Project Status and Expenditures of Area Vocational School Construction, is used to collect school construction statistics. The data collected will be used by the State Department of Education to fulfill Federal reporting requirements, and for various studies conducted by State and local agencies.

Carefully read both the general and the detailed instructions that follow before completing the form.

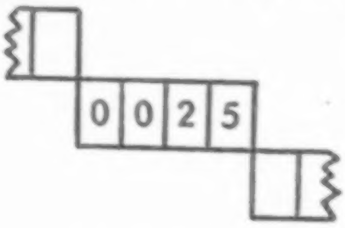
GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.

2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare separate sheets (sheets 1 & 2) of this form for each Construction Project

reported. All information reported on the form should be related to the Construction Project identified in columns 2-7. Staple sheet 1 to sheet 2 in the upper left-hand corner.

6. Use dollar accounting when reporting costs and/or funds. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

7. Fill in the box in the lower right-hand corner of each sheet of the form.

8. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS (Sheet 1 of 2)

Column 1 . . . . . . Do not use this space; it is reserved for programmer's use.

Columns 2 - 7 . . . . Enter the code assigned to the Construction Project. Do not use an alphanumeric code; use only a numeric code.

Column 8 . . . . . . Enter the appropriate Type of Area Vocational School code from the following list:

Type of School	Code
Specialized High School	1
Department of a High School	2
Technical/Vocational School	3
Department of Higher Education Institution	4

Column 9 . . . . . . Enter the appropriate Type of Construction Program code from the following list:

Type of Construction Program	Code
Expansion, Remodeling, and/or Alterations	1
Construction of New Buildings	2

Columns 10- 65	Enter the estimated student capacity for each Vocational Education Program (Agriculture, Distribution/Marketing, etc.) based on regular full-time day-school programs in both the new (N) and the existing (E) school facilities. The term "existing school facilities" refers to the school facilities in use before the reported construction project was started. The term "new school facilities" refers to the school facilities being built or altered under the reported Construction Project.
Columns 66-71	Do not use these columns.
Columns 72-73	Enter the code (provided by State education agency) that identifies the county in which the project is located.
Columns 74-76	Enter the code (provided by State education agency) that identifies the school district in which the project is located.
Columns 77-80	Enter the school identification number (provided by the State education agency).

Fill in the box in the lower-right-hand corner of the form.

DETAILED INSTRUCTIONS (Sheet 2 of 2)

Column 1	Do not use this space; it is reserved for programmer's use.
Columns 2-7	Enter the code assigned to the Construction Project. The code must be identical to the Construction Project Number reported on sheet 1.
Columns 8-11	Enter the total number of acres occupied by the Construction Project identified in columns 2-7. Report to the nearest tenth of an acre.
Columns 12-17	Enter the total number of square feet allotted to the Construction Project identified in columns 2-7.
Columns 18-19	Enter the total number of classrooms included in the Construction Project identified in columns 2-7.
Columns 20-21	Enter the total number of laboratories and/or shops included in the Construction Project identified in columns 2- 7.
Columns 22- 45	Enter the total amounts of Federal funds (columns 22-29), State funds

(columns 30 - 37), and local funds (columns 38 - 45) that were expended for the Construction Project identified in columns 2 - 7. The funds reported should include (1) the funds actually expended during the current fiscal year and (2) funds that have been obligated during the current year for the balance of the project.

Columns 46 - 53. . . .	Enter the cost of the initial equipment (as defined in paragraph 104.1 (n) (2) of "Part 104-Administration of Vocational Education: Federal Allotments to States") included in the Construction Project identified in columns 2 - 7.
Columns 54 - 66. . . .	Do not use these spaces.
Columns 67 - 68 . . .	Enter the last two digits of the fiscal year in which the data is applicable.
Column 69	Enter the code (provided by State education agency) that identifies the school region in which the Construction Project is located.
Columns 70 - 71. . . .	Enter the number that identifies the congressional district in which the Construction Project is located.
Columns 72 - 73. . . .	Enter the code (provided by State education agency) that identifies the county in which the Construction Project is located.
Columns 74 - 76. . . .	Enter the code (provided by State education agency) that identifies the school district in which the Construction Project is located.
Columns 77 - 80. . . .	Enter the school identification number (provided by State education agency).

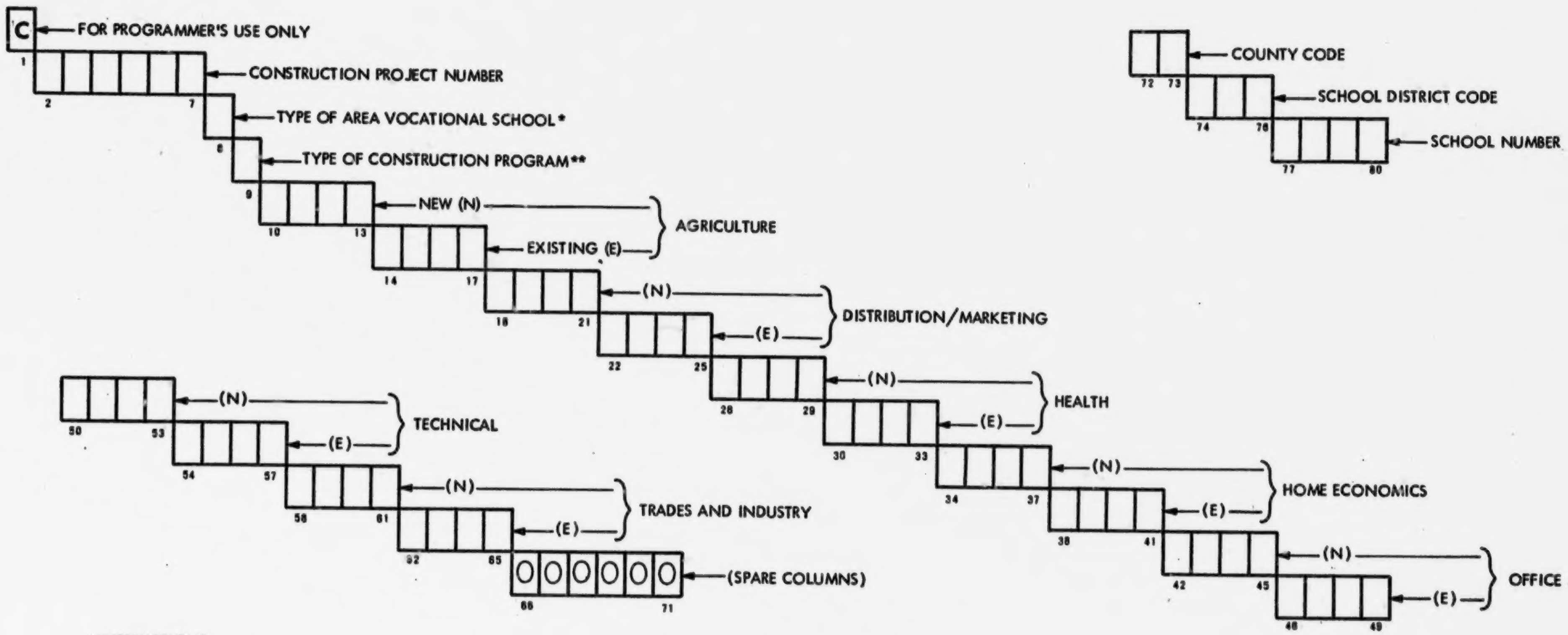
Fill in the box in the lower right-hand corner of the form.

NOTE

This form should be checked carefully. Recheck the General Instructions.

PROJECT STATUS AND EXPENDITURES OF AREA VOCATIONAL SCHOOL CONSTRUCTION

(Sheet 1 of 2)


C
FOR PROGRAMMER'S USE ONLY
1
CONSTRUCTION PROJECT NUMBER
2
7
TYPE OF AREA VOCATIONAL SCHOOL*
8
TYPE OF CONSTRUCTION PROGRAM**
9
NEW (N)
10
13
EXISTING (E)
AGRICULTURE
14
17
(N)
18
21
(E)
DISTRIBUTION/MARKETING
22
25
(N)
26
29
(E)
HEALTH
30
33
(N)
34
37
(E)
HOME ECONOMICS
38
41
(N)
42
45
(E)
OFFICE
46
49
(N)
50
53
(E)
TECHNICAL
54
57
(N)
58
61
(E)
TRADES AND INDUSTRY
62
65
0 0 0 0 0 0
(SPARE COLUMNS)
66
71
COUNTY CODE
72
73
SCHOOL DISTRICT CODE
74
76
SCHOOL NUMBER
77
80

INSTRUCTIONS

Detailed instructions are attached.

Prepare a separate set of forms for each Construction Project Number.

In Columns 8-80, report only data pertaining to the Construction Project Number identified in columns 2-7.

For each vocational education program identified in the columnar headings, report the estimated student capacity based on the regular full-time day-school program in both the New (N) and the Existing (E) school facilities.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

NOTES

*Enter the appropriate code for the Type of Area Vocational School from the following list:

1 - Specialized High School
2 - Department of a High School
3 - Technical/Vocational School
4 - Department of a Higher Education Institution

**Enter the appropriate code for the Type of Construction Program from the following list:

1 - Expansion, Remodeling and/or Alterations
2 - Construction of New Buildings

SCHOOL: ____________________

____

APPROVAL SIGNATURE:

____

DATE PREPARED: ____________________

FISCAL YEAR ENDING 30 JUNE 19__

Federal Electric Corporation Form VEIS-4 (1 of 2) — Jun 66

PROJECT STATUS AND EXPENDITURES OF AREA VOCATIONAL SCHOOL CONSTRUCTION

(Sheet 2 of 2)

D ← FOR PROGRAMMER'S USE ONLY (1)

☐☐☐☐☐☐ ← CONSTRUCTION PROJECT NUMBER (2–7)

☐☐☐☐ ← ACRES FOR CONSTRUCTION PROJECT (8–11)

☐☐☐☐☐☐ ← TOTAL SQUARE FEET IN PROJECT (12–17)

☐☐ ← NUMBER OF CLASSROOMS IN PROJECT (18–19)

☐☐ ← NUMBER OF LABS OR SHOPS IN PROJECT (20–21)

FUNDS EXPENDED FOR PROJECT

☐☐☐☐☐☐☐☐ ← FEDERAL (22–29)

☐☐☐☐☐☐☐☐ ← STATE (30–37)

☐☐☐☐☐☐☐☐ ← LOCAL (38–45)

☐☐☐☐☐☐☐☐ ← COST OF INITIAL EQUIPMENT INCLUDED IN PROJECT (46–53)

0 0 0 0 0 0 0 0 0 0 0 0 0 ← (SPARE COLUMNS) (54–66)

☐☐ ← YEAR (19__) (67–68)

☐ ← REGION CODE (69)

☐☐ ← CONGRESSIONAL DISTRICT (70–71)

☐☐ ← COUNTY CODE (72–73)

☐☐☐ ← SCHOOL DISTRICT CODE (74–76)

☐☐☐☐ ← SCHOOL NUMBER (77–80)

INSTRUCTIONS

Detailed instructions are attached.

In columns 8–80, report only data pertaining to the Construction Project Number identified in columns 2–7.

Use dollar accounting when reporting expenditures. For amounts ending in .01 to .50, enter the next lower dollar, and for amounts ending in .51 to .99, enter the next higher dollar.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

SCHOOL: ______________________

____

APPROVAL SIGNATURE:

____

DATE PREPARED: ______________________

FISCAL YEAR ENDING 30 JUNE 19___

Federal Electric Corporation Form VEIS-4 (2 of 2) — Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-5

SCHOOL INSTRUCTIONAL EXPENDITURES FOR VOCATIONAL EDUCATION-BY PROGRAM

INTRODUCTION

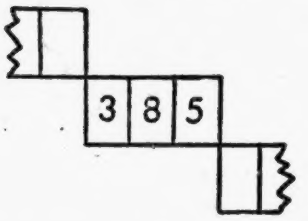
Form VEIS-5, School Instructional Expenditures for Vocational Education – by Program, is used to collect specific school financial data as related to instruction in vocational education programs. The data collected will be used by the State Department of Education to fulfill Federal reporting requirements, and for studies conducted by State and local agencies.

Carefully read both the general and the detailed instructions that follow before completing the form.

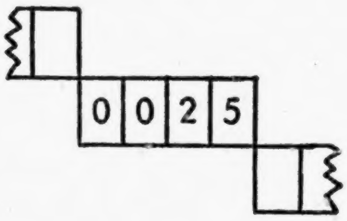
GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.

2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-5.

6. In columns 7-36, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Purpose identified in column 6. In columns 38-67 enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Purpose identified in column 37. List two purposes on each sheet, using two sheets if necessary, for each program.

7. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-5 form required to report the "School Instruction Expenditures" data for all the Vocational Education Programs offered in the school system.) Upon completion, staple the complete set in the upper left-hand corner.

8. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

9. Fill in the box in the lower right-hand corner of each sheet of the form.

10. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 . . . . Do not use this space; it is reserved for programmer's use.

Columns 2-5 . . . . . Enter the appropriate Vocational Education Program code from the list below:

Vocational Education Program	Code
Agriculture	0100
Distribution/Marketing	0400
Health	0700
Home Economics (Useful Employment)	0800

VEIS-5

Vocational Education Program (Cont)	Code
Home Economics (Gainful Employment)	0820
Office	1200
Technical	1600
Trades and Industry	1700
Fisheries	1716

Column 6	Enter, from the following list, a Purpose Code which is applicable to the Vocational Education Program identified in columns 2-5:

Purpose	Code
Secondary	1
Post-secondary	2
Adult	3
Persons With Special Needs	4

Columns 7-12	Enter the total expenditure for vocational instructional salaries (regardless of the source of funds) for the purpose identified in column 6. Administration and supervision salaries should not be included in this space. Provision is made to report these salaries on form VEIS-6, School Ancillary Service Expenditures for Vocational Education-By Program.
Columns 13-18	Enter the total expenditures for supplies for the purpose identified in column 6.
Columns 19-24	Enter the total expenditures for equipment for the purpose identified in column 6.
Columns 25-30	Enter the total expenditures for travel for the purpose identified in column 6.
Columns 31-36	Enter the total expenditures for other allowable items for the purpose

identified in column 6. Provide a breakdown of these expenditures on reverse side of the form.

Column 37	Enter a second Purpose code, if needed, for the Vocational Education Program in columns 2-5. (See instructions for column 6).
Columns 38 - 43	Enter the total expenditure for vocational instructional salaries (regardless of the source of funds) for the purpose identified in column 37.
Columns 44 - 49	Enter the total expenditures for supplies for the purpose identified in column 37.
Columns 50 - 55	Enter the total expenditures for equipment for the purpose identified in column 37.
Columns 56 - 61	Enter the total expenditures for travel for the purpose identified in column 37.
Columns 62 - 67	Enter the total expenditures for other allowable items for the purpose identified in column 37. Provide a breakdown of these expenditures on the reverse side of the form.
Column 68	Do not use this space.
Column 69	Enter the code (provided by State education agency) that identifies the school region in which the reporting school is located.
Columns 70 - 71	Enter the number that identifies the congressional district in which the reporting school is located.
Columns 72 - 73	Enter the code (provided by State education agency) that identifies the county in which the reporting school is located.
Columns 74 - 76	Enter the code (provided by State education agency) that identifies the school district in which the reporting school is located.
Columns 77 - 80	Enter the school identification number (provided by State education agency).

Fill in the box in the lower right-hand corner of each sheet of the form.

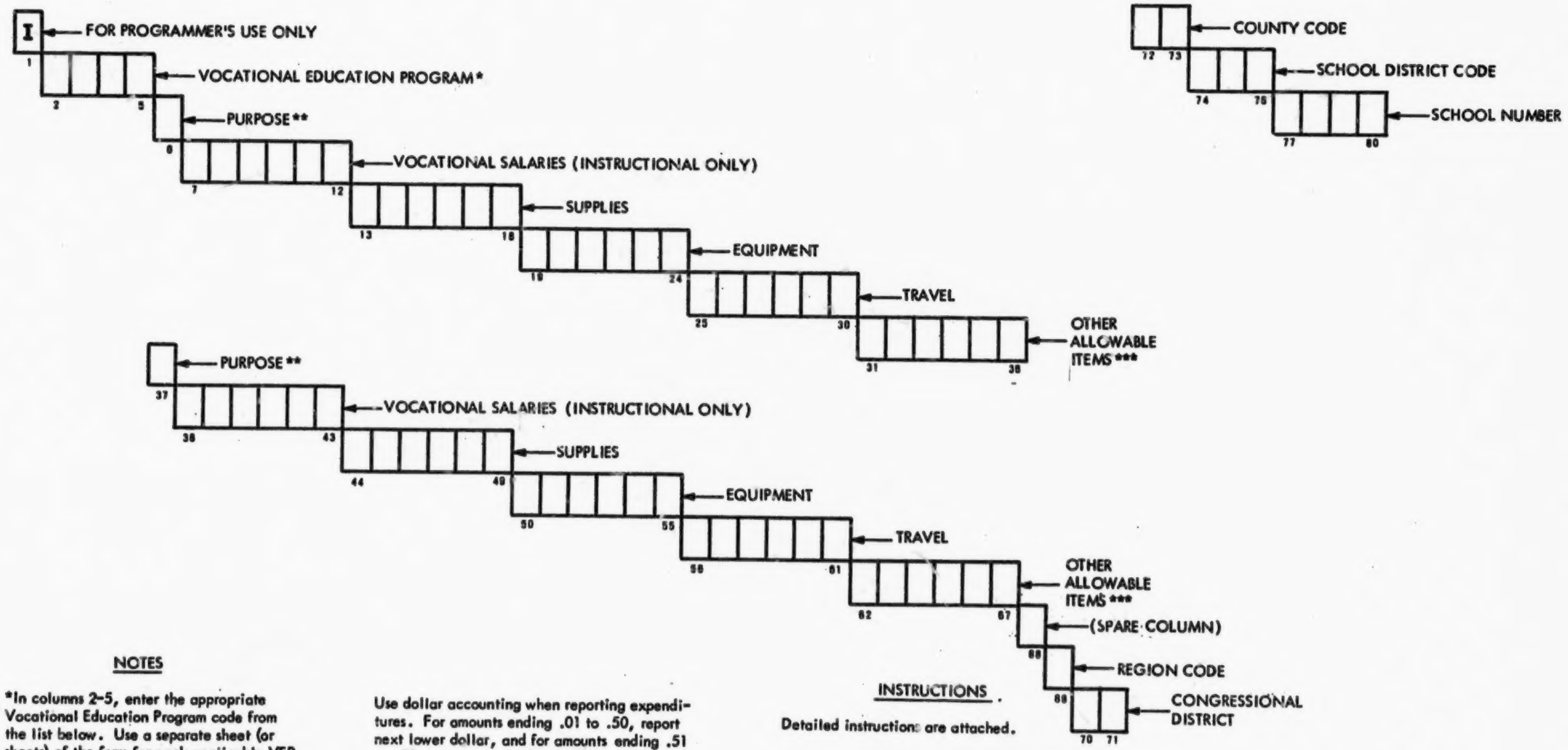
NOTE

This form should be checked carefully. Recheck the General Instructions.

VEIS-5

SCHOOL INSTRUCTIONAL EXPENDITURES FOR VOCATIONAL EDUCATION - BY PROGRAM

(Sheet__of__)


I
FOR PROGRAMMER'S USE ONLY
1
VOCATIONAL EDUCATION PROGRAM*
2
5
PURPOSE**
6
VOCATIONAL SALARIES (INSTRUCTIONAL ONLY)
7
12
SUPPLIES
13
18
EQUIPMENT
19
24
TRAVEL
25
30
OTHER ALLOWABLE ITEMS***
31
36
PURPOSE**
37
VOCATIONAL SALARIES (INSTRUCTIONAL ONLY)
38
43
SUPPLIES
44
49
EQUIPMENT
50
55
TRAVEL
56
61
OTHER ALLOWABLE ITEMS***
62
67
(SPARE COLUMN)
68
REGION CODE
69
CONGRESSIONAL DISTRICT
70
71
COUNTY CODE
72
73
SCHOOL DISTRICT CODE
74
76
SCHOOL NUMBER
77
80

NOTES

*In columns 2-5, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet (or sheets) of the form for each applicable VEP code, and number all sheets in upper right-hand corners, per detailed instructions.

0100 - Agriculture
0400 - Distribution/Marketing
0700 - Health
0800 - Home Economics
(Useful Employment)
0820 - Home Economics
(Gainful Employment)
1200 - Office
1600 - Technical
1700 - Trades and Industry
1716 - Fisheries

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending .51 to .99, report next higher dollar.

** In columns 6 and 37, enter the appropriate Purpose code from the list below. List two Purposes on a sheet, using two sheets if necessary, and number the sheets. (See above.)

1 - Secondary
2 - Post-Secondary
3 - Adult
4 - Persons with Special Needs

*** Provide a breakdown of these expenditures on reverse side of this form.

INSTRUCTIONS

Detailed instructions are attached.

In columns 7-36, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Purpose identified in column 6.

In columns 38-67, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Purpose identified in column 37.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

SCHOOL: ____________________

APPROVAL SIGNATURE:

DATE PREPARED: ____________________

FISCAL YEAR ENDING 30 JUNE 19___

Federal Electric Corporation Form VEIS-5 — Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-6

SCHOOL ANCILLARY SERVICE EXPENDITURES FOR VOCATIONAL EDUCATION - BY PROGRAM

INTRODUCTION

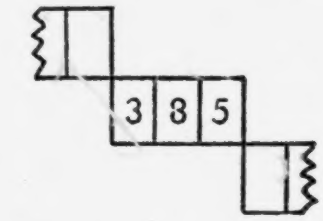
Form VEIS-6, School Ancillary Service Expenditures for Vocational Education-By Program, is used to collect specific school financial data as related to ancillary services in vocational education programs. The data collected will be used by the State Department of Education to fulfill Federal reporting requirements, and for studies conducted by State and local agencies.

Carefully read both the general and the detailed instructions that follow before completing the form.

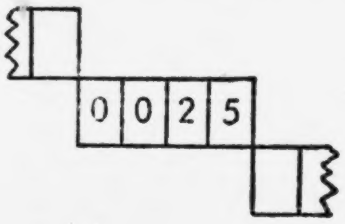
GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.

2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-5.

6. If this form is to be used to report expenditures related to a Work Study program, use only columns 2-5, 6-11, and 12-17 to report data, as outlined in the detailed instructions that follow.

7. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-6 form required to report the "School Ancillary Service Expenditures" data for all the Vocational Education Programs offered in the school system.) Upon completion, staple the complete set in the upper left-hand corner.

8. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

9. Fill in the box in the lower right-hand corner of each sheet of the form.

10. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 . . . . . . Do not use this space; it is reserved for programmer's use.

Columns 2-5 . . . . Unless this form is to be used to report expenditures related to a Work Study Program, enter the appropriate Vocational Education Program code from the following list:

Vocational Education Program	Code
Agriculture	0100
Distribution/Marketing	0400
Health	0700
Home Economics (Useful Employment)	0800

Vocational Education Program (Cont.)	Code
Home Economics (Gainful Employment)	0820
Office	1200
Technical	1600
Trades and Industry	1700
Fisheries	1716
Guidance	7500

If this form is used to report expenditures related to a Work Study program, enter code 0030 in columns 2-5.

Columns 6-11 . . . . Enter that portion of the total expenditure for local administration that has been prorated for the salaries of Local Directors. Administrative responsibilities are related to the overall direction of vocational education programs which may include several areas or programs. If responsibility includes more than one program (listed in the instructions for columns 2-5), the administration salaries should be apportioned for each program and reported accordingly. If this form is used to report expenditures related to a Work Study Program, enter the amount of administration salaries prorated for this activity.

Columns 12-17 . . . . Enter the total expenditures for research for the program identified in columns 2-5; include supervision of research as part of this expenditure. If this form is used to report expenditures related to a Work Study Program, enter the total student salaries.

Columns 18-23 . . . . Enter the total expenditures for supervision for the program identified in columns 2-5. Supervision salaries are defined as salaries of vocational education personnel who provide leadership and expertise in a particular program (listed in the instructions for columns 2-5). If supervision involves more than one program, the salaries should be apportioned accordingly. Supervision of research and teacher education should be reported as part of research expenditures (columns 12-17) or teacher education expenditures (columns 24-29).

Columns 24–29	Enter the total expenditures for teacher education for the program identified in columns 2–5. Include supervision of teacher education as part of teacher education expenditures.
Columns 30–35	Enter the total expenditures for other allowable items (excluding expenditures attributable to instruction) for the program identified in columns 2–5. Provide a breakdown of these expenditures on the reverse side of the form.
Columns 36–66	Do not use these spaces.
Columns 67–68	Enter the last two digits of the number of the fiscal year to which the data entered is applicable.
Column 69	Enter the code (supplied by State education agency) that identifies the school region in which the reporting school is located.
Columns 70–71	Enter the number that identifies the congressional district in which the reporting school is located.
Columns 72–73	Enter the code (supplied by State education agency) that identifies the county in which the reporting school is located.
Columns 74–76	Enter the code (supplied by State education agency) that identifies the school district in which the reporting school is located.
Columns 77–80	Enter the school identification number (supplied by State education agency).

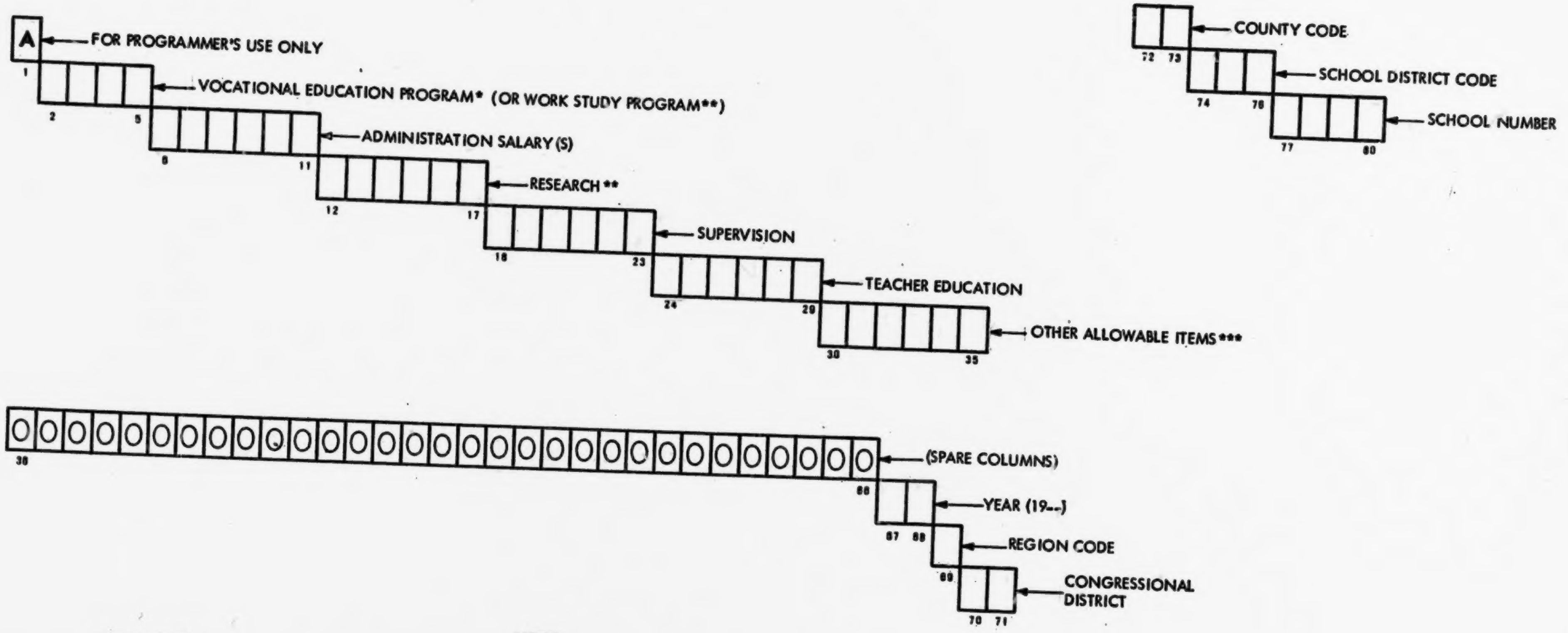
Fill in the box in the lower right-hand corner of each sheet.

NOTE

This form should be checked carefully. Recheck the General Instructions.

SCHOOL ANCILLARY SERVICE EXPENDITURES FOR VOCATIONAL EDUCATION - BY PROGRAM

(Sheet__of__)


A
FOR PROGRAMMER'S USE ONLY
1
VOCATIONAL EDUCATION PROGRAM* (OR WORK STUDY PROGRAM**)
2
5
ADMINISTRATION SALARY (S)
6
11
RESEARCH **
12
17
SUPERVISION
18
23
TEACHER EDUCATION
24
29
OTHER ALLOWABLE ITEMS***
30
35
COUNTY CODE
72
73
SCHOOL DISTRICT CODE
74
76
SCHOOL NUMBER
77
80
0
(SPARE COLUMNS)
36
66
YEAR (19--)
67
68
REGION CODE
69
CONGRESSIONAL DISTRICT
70
71

INSTRUCTIONS

Detailed instructions are attached.

In columns 6-35, enter only data pertaining to the Vocational Education Program identified in columns 2-5, or to a Work Study Program.**

When entering numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the right-hand columnar space of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending .51 to .99, report next higher dollar.

NOTES

*In columns 2-5, enter the appropriate Vocational Education Program code, (or Work Study Program** code) from the list below. Prepare a separate sheet of the form for each VEP code, and number sheets in upper right-hand corners.

0100 - Agriculture
0400 - Distribution/Marketing
0700 - Health
0800 - Home Economics
  (Useful Employment)
0820 - Home Economics
  (Gainful Employment)
1200 - Office
1600 - Technical
1700 - Trades and Industry
1716 - Fisheries
7500 - Guidance

**If this form is used to report expenditures related to a Work Study Program, enter code "0030" in columns 2-5, enter administration salaries in columns 6-11, enter student salaries in columns 12-17, and leave columns 18-35 blank.

***Provide a breakdown of these expenditures on the reverse side of this form.

SCHOOL:____________________

APPROVAL SIGNATURE:

DATE PREPARED:____________________

FISCAL YEAR ENDING 30 JUNE 19___

Federal Electric Corporation Form VEIS-6 — Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-7

EXPENDITURE OF FEDERAL FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION - BY PROGRAM

INTRODUCTION

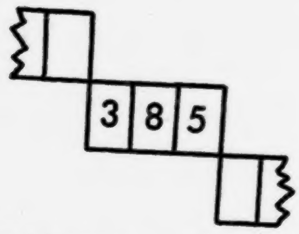
Form VEIS-7, Expenditure of Federal Funds for State Board and State Teacher Education and Local Boards of Education for Vocational Education - By Program, is used to collect summary financial data related to the expenditure of Federal funds, and is completed by the State Department of Education. Expenditure of Federal funds is reported by Acts: Smith-Hughes, George-Barden, and Vocational Education Act of 1963. The data collected will be used to meet Federal reporting requirements and for various State-level studies and reports.

Carefully read both the general and detailed instructions that follow before completing the form.

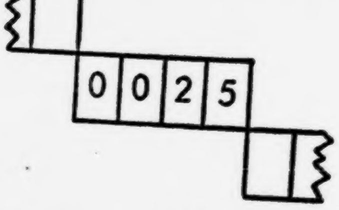
GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.

2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Prepare a separate sheet of this form for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education Program identified in columns 2-5.

6. In columns 8-31, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Activity identified in columns 6-7. In columns 34-57, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Activity identified in columns 32-33. List two activities on each sheet, using two sheets if necessary.

7. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-7 form required to report the "expenditure of Federal funds for State Board and State teacher education and local boards of education" data for all Vocational Education Programs offered in the State.)

8. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

9. Fill in the box in the lower right-hand corner of each sheet of the form.

10. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 . . . . Do not use this space; it is reserved for programmer's use.

Columns 2-5 . . . . . . Enter the appropriate Vocational Education Program code from the list below:

Vocational Education Program	Code
Agriculture	0100
Distribution/Marketing	0400
Health	0700
Home Economics (Useful Employment)	0800
Home Economics (Gainful Employment)	0820
Office	1200
Technical	1600
Trades and Industry	1700
Fisheries	1716
Guidance	7500

Columns 6 – 7 . . . . . Enter, from the list below, an Activity code which is applicable to the Vocational Education Program identified in columns 2-5.

Activity	Code
State Board for Vocational Education	
Other Allowable Items (1)	07
State Teacher Education Institutions	
Other Allowable Items (2)	11
Local Boards of Education	
Other Allowable Items, School Ancillary Expenditures	17
Supplies	23
Equipment	24
Travel	25
Other Allowable Items, School Instructional Expenditures	26

(1) State Board For Vocational Education, Other Allowable Items:

That portion of the total expenditure for State administration that has been prorated for the following items: Travel of Executive Officer, State Director, State Advisory Committees, State Board, State Supervisors, Teacher Trainers and their necessary supporting professional and clerical staffs. When Vocational Teacher's expenses for travel to conferences are paid directly to the teacher rather than through Boards of Education, such expenditures should be reported here. Also report expenditures for communication, supplies, printing, rental of space, heat, light, and janitorial service.

(2) State Teacher Education Institutions, Other Allowable Items:

Travel of Vocational Teacher Educators and their necessary supporting professional and clerical staffs. Also report expenditures for communication, supplies, printing, rental of space, heat, light and janitorial service.

Columns 8 – 15 . . . . . Enter the total amount of Smith-Hughes Federal Funds that were expended for the activity identified in columns 6-7.

Columns 16 – 23	Enter the total amount of George-Barden Federal Funds that were expended for the activity identified in columns 6–7.
Columns 24 – 31	Enter the total amount of Vocational Education Act of 1963 (VEA'63) Federal Funds that were expended for the activity identified in columns 6–7.
Columns 32 – 33	Enter a second Activity code, if needed, for the Vocational Education Program identified in columns 2–5. (See instructions for columns 6–7.)
Columns 34 – 41	Enter the total amount of Smith-Hughes Federal Funds that was expended for the activity identified in columns 32–33.
Columns 42 – 49	Enter the total amount of George-Barden Federal Funds that was expended for the activity identified in columns 32 – 33.
Columns 50 – 57	Enter the total amount of Vocational Education Act of 1963 (VEA'63) Federal Funds that was expended for the activity identified in columns 32–33.
Columns 58 – 78	Do not use these spaces.
Columns 79 – 80	Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet of the form.

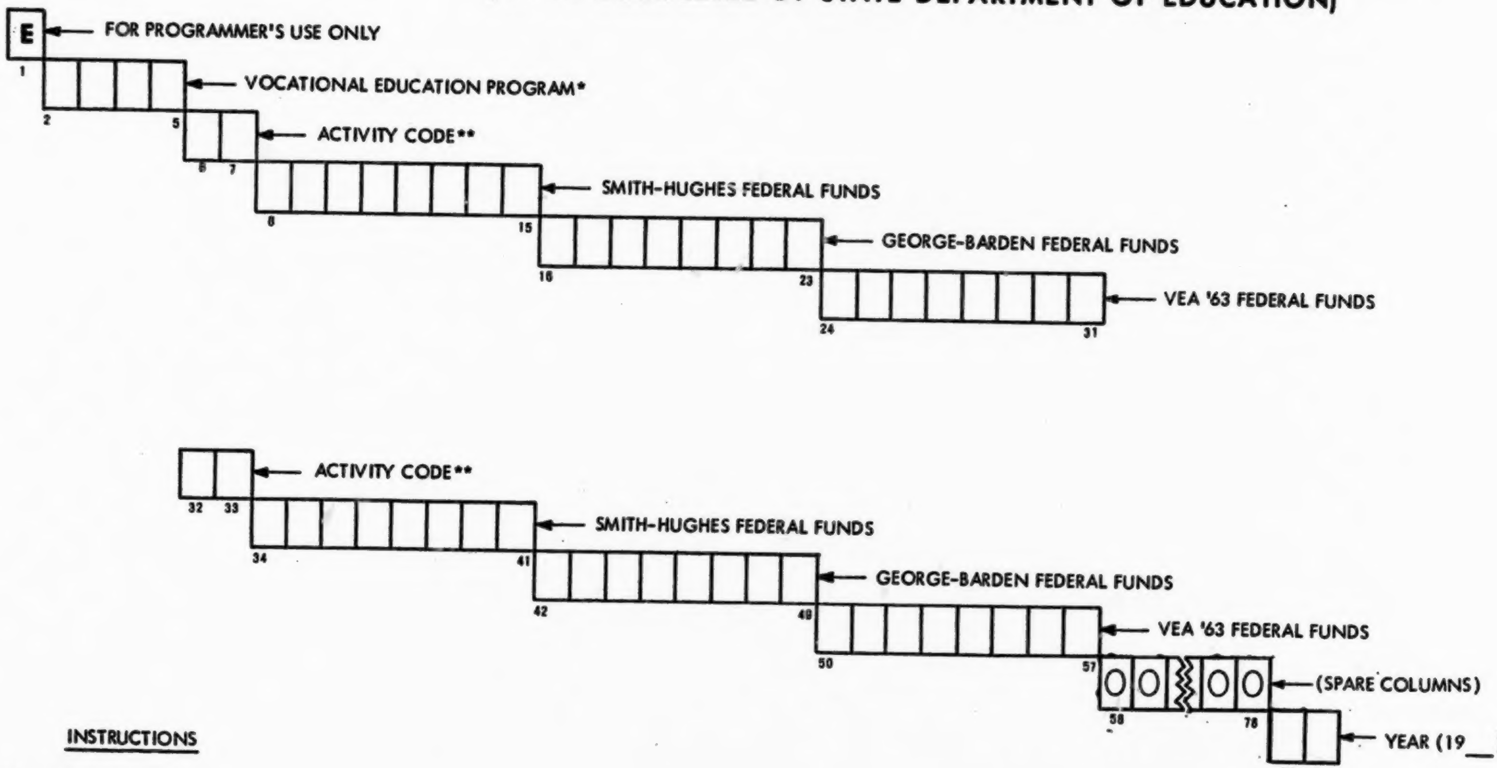
NOTE

This form should be checked carefully. Recheck the General Instructions.

EXPENDITURE OF FEDERAL FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION-BY PROGRAM

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

SHEET__OF___


E
FOR PROGRAMMER'S USE ONLY
1
2
5
VOCATIONAL EDUCATION PROGRAM*
6
7
ACTIVITY CODE**
8
15
SMITH-HUGHES FEDERAL FUNDS
16
23
GEORGE-BARDEN FEDERAL FUNDS
24
31
VEA '63 FEDERAL FUNDS
32
33
ACTIVITY CODE**
34
41
SMITH-HUGHES FEDERAL FUNDS
42
49
GEORGE-BARDEN FEDERAL FUNDS
50
57
VEA '63 FEDERAL FUNDS
0 0 0 0
58
78
(SPARE COLUMNS)
79
80
YEAR (19__)

INSTRUCTIONS

Detailed instructions are attached.

In columns 8-31, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Activity Code identified in columns 6-7.

In columns 34-57, enter only data pertaining to the Vocational Education Program identified in columns 2-5 and the Activity Code identified in columns 32-33.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99. report next higher dollar.

NOTES

*In columns 2-5, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet (or sheets) of the form for each applicable VEP code and number all sheets in the upper right-hand corner, per detailed instructions.

0100 - Agriculture
0400 - Distribution/Marketing
0700 - Health
0800 - Home Economics (Useful Employment)
0820 - Home Economics (Gainful Employment)
1200 - Office
1600 - Technical
1700 - Trades and Industry
1716 - Fisheries
7500 - Guidance.

**In columns 6-7 and 32-33, enter the appropriate Activity code from the list below. List two Activities on a sheet, using as many sheets as necessary, and number sheets. (See above.)

State Board for Vocational Education

07 - Other Allowable Items

State Teacher Education Institutions

11 - Other Allowable Items

Local Boards of Education

17 - Other Allowable Items, School Ancillary Expend.
23 - Supplies
24 - Equipment
25 - Travel
26 - Other Allowable Items, School Instructional Expend.

STATE: ____________________

APPROVAL SIGNATURE:

____

DATE PREPARED: ____________________

FISCAL YEAR ENDING 30 JUNE 19___

Federal Electric Corporation Form VEIS-7 ___ Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-8

EXPENDITURE OF STATE FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION - BY PROGRAM

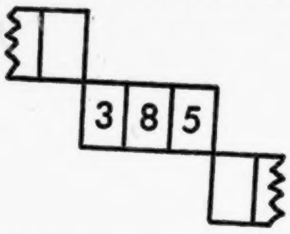
INTRODUCTION

Form VEIS-8, Expenditure of State Funds for State Board and State Teacher Education and Local Boards of Education for Vocational Education - By Program, is used to collect summary financial data related to the expenditure of State funds, and is completed by the State Department of Education. The data collected will be used to meet Federal reporting requirements and for various State-level studies and reports.

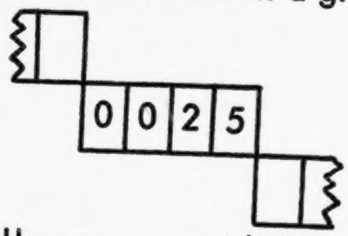
Carefully read both the general and detailed instructions that follow before completing the form.

GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.
2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.
5. This form contains three parts (Part I, Part II, and Part III). Prepare a separate form (Parts I, II, and III) for each Vocational Education Program reported; that is, Agriculture, Distribution/Marketing, Health, etc. All information reported on the form should be related to the Vocational Education program identified in columns 2-5. Make certain that a Part I sheet, a Part II and a Part III sheet are completed for each program reported.

6. Enter a serial number in the upper right-hand corner of each sheet to identify the sheet within a Part I group, within a Part II group, and within a Part III group. Upon completion, staple sheets in upper left-hand corner.

7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

8. Fill in the box in the lower right-hand corner of each sheet of the form.

9. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

PART I - DETAILED INSTRUCTIONS

Column 1 . . . . Do not use this space, it is reserved for programmer's use.

Columns 2 - 5 . . . . . Enter the appropriate Vocational Education Program code from the list below:

Vocational Education Program	Code
Agriculture	0100
Distribution/Marketing	0400
Health	0700
Home Economics (Useful Employment)	0800
Home Economics (Gainful Employment)	0820
Office	1200
Technical	1600
Trades and Industry	1700
Fisheries	1716
Guidance	7500

Columns 6 - 13 . . . . . Enter that portion of State funds distributed to the State Board for Vocational Education that was expended for administration on salaries for the program identified in columns 2-5. Administration salary is defined as that portion of the total expenditure for State administration that has been prorated to the vocational service for salaries of the following: Executive Officer of the State Board, State Director of Vocational Education, and their necessary professional and clerical staffs. If responsibilities include more than one Vocational Education Program, the administration salaries should be apportioned for each program and reported accordingly.

Columns 14 – 21	Enter the total amount of State funds distributed to the State Board for Vocational Education for research for the program identified in columns 2-5. Include supervision of research as part of this entry.
Columns 22 – 29	Enter the total amount of State funds distributed to the State Board for Vocational Education for supervision for the program identified in columns 2-5. Supervision salaries are defined as salaries of vocational education personnel who provide leadership and expertness in a particular program. If supervision involves more than one Vocational Education Program, the salaries should be apportioned accordingly. Supervision of research and teacher education should not be included in this entry; they are reported in columns 14-21 and columns 30-37, respectively.
Columns 30 – 37	Enter the total amount of State funds distributed to the State Board for Vocational Education for teacher education for the program identified in columns 2-5. Include supervision of teacher education as part of this entry.
Columns 38 – 45	Enter the total amount of State funds distributed to the State Board for Vocational Education for other allowable items for the program identified in columns 2-5. Other allowable items is defined as that portion of the total expenditure for State administration that has been prorated for the following items: Travel of Executive Officer, State Director, State Advisory Committee, State Board, State Supervisors, Teacher Trainers and their necessary supporting professional and clerical staffs. When vocational teacher's expenses for travel to conferences are paid directly to the teacher rather than through Boards of Education, such expenditures should be reported here. Also, report expenditures for communication, supplies, printing, rental of space, heat, light, and janitorial service. If the above expenditure involves more than one Vocational Education Program, the expenditure should be apportioned accordingly.
Columns 46 – 53	Enter the total amount of State funds distributed to State Teacher Education Institutions for Instruction Salaries for the program identified in columns 2-5.
Columns 54 – 61	Enter the total amount of State funds distributed to State Teacher Education Institutions for Research for the program identified in columns 2-5.
Columns 62 – 69	Enter the total amount of State funds distributed to State Teacher Education Institutions for Other Allowable Items for the program identified in columns 2-5. Provide a breakdown of these expenditures on the reverse side of the form.

VEIS-8

Columns 70 – 78	Do not use these spaces.
Columns 79 – 80	Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet that comprises Part I and enter sheet numbers in upper right-hand corner of each sheet.

PART II – DETAILED INSTRUCTIONS

Column 1	Do not use this space; it is reserved for programmer's use.
Columns 2 – 5	Enter the appropriate Vocational Education Program code. (See Part I – Detailed Instructions, Columns 2-5.) The code entered on sheet 1 of Part II must be identical to that on sheet 1 of Part I and Part III; the code on sheet 2 of this part must be identical to sheet 2 of Part I and Part III, etc.
Columns 6 – 13	Enter the total amount of State funds distributed to local Boards of Education for Secondary Instructional Salaries in the program identified in columns 2-5.
Columns 14 – 21	Enter the total amount of State funds distributed to local Boards of Education for Post-Secondary Instructional Salaries in the program identified in columns 2-5.
Columns 22 – 29	Enter the total amount of State funds distributed to local Boards of Education for Adult Instructional Salaries in the program identified in columns 2-5.
Columns 30 – 37	Enter the total amount of State funds distributed to local Boards of Education for Persons with Special Needs Instructional Salaries in the program identified in columns 2-5.
Columns 38 – 45	Enter the total amount of State funds distributed to local Boards of Education for Equipment in the program identified in columns 2-5.
Columns 54 – 61	Enter the total amount of State funds distributed to local Boards of Education for Travel in the program identified in columns 2-5.
Columns 62 – 69	Enter the total amount of State funds distributed to local Boards of Education for Other Allowable Items for School Instructional purposes in the program identified in columns 2-5. Provide a breakdown of these expenditures on the reverse side of the form.

VEIS-8

Columns 70 – 78	Do not use these spaces.
Columns 79 – 80	Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet that comprises Part II and enter sheet numbers in the upper right-hand corner of each sheet.

PART III – DETAILED INSTRUCTIONS

Column 1	Do not use this space; it is reserved for programmer's use.
Columns 2-5	Enter the appropriate Vocational Education Program code. (See Part I – Detailed Instructions, Columns 2-5.) The code entered on sheet 1 of this part (Part III) must be identical to that on sheet 1 of Part I and Part II; the code on sheet 2 of this part must be identical to sheet 2 of Part I and Part II, etc.
Columns 6 – 13	Enter the total amount of State funds distributed to local Boards of Education for Administration Salaries (salaries of local directors) in the program identified in columns 2-5. Administrative responsibilities are related to the overall direction of vocational education. If responsibility includes more than one vocational education program, the administration salaries should be apportioned for each program and reported accordingly.
Columns 14 – 21	Enter the total amount of State funds distributed to local Boards of Education for Research in the program identified in columns 2-5. Include supervision of research as part of this entry.
Columns 22 – 29	Enter the total amount of State funds distributed to local Boards of Education for Supervision for the program identified in columns 2-5. (For a definition of Supervision, see Part I – Detailed Instructions, Columns 22-29.)
Columns 30 – 37	Enter the total amount of State funds distributed to local Boards of Education for Teacher Education in the program identified in columns 2-5. Include supervision of teacher education as part of this entry.
Columns 38 – 45	Enter the total amount of State funds distributed to local Boards of Education for Other Allowable Items for School Ancillary Services in the program identified in columns 2-5. Provide a breakdown of these expenditures on the reverse side of the form.
Columns 46 – 78	Do not use these spaces.
Columns 79 – 80	Enter the last two digits of the number of the fiscal year for which the data is applicable.

VEIS-8

Fill in the box in the lower right-hand corner of each sheet that comprises Part III and enter sheet numbers in the upper right-hand corner of each sheet.

NOTE

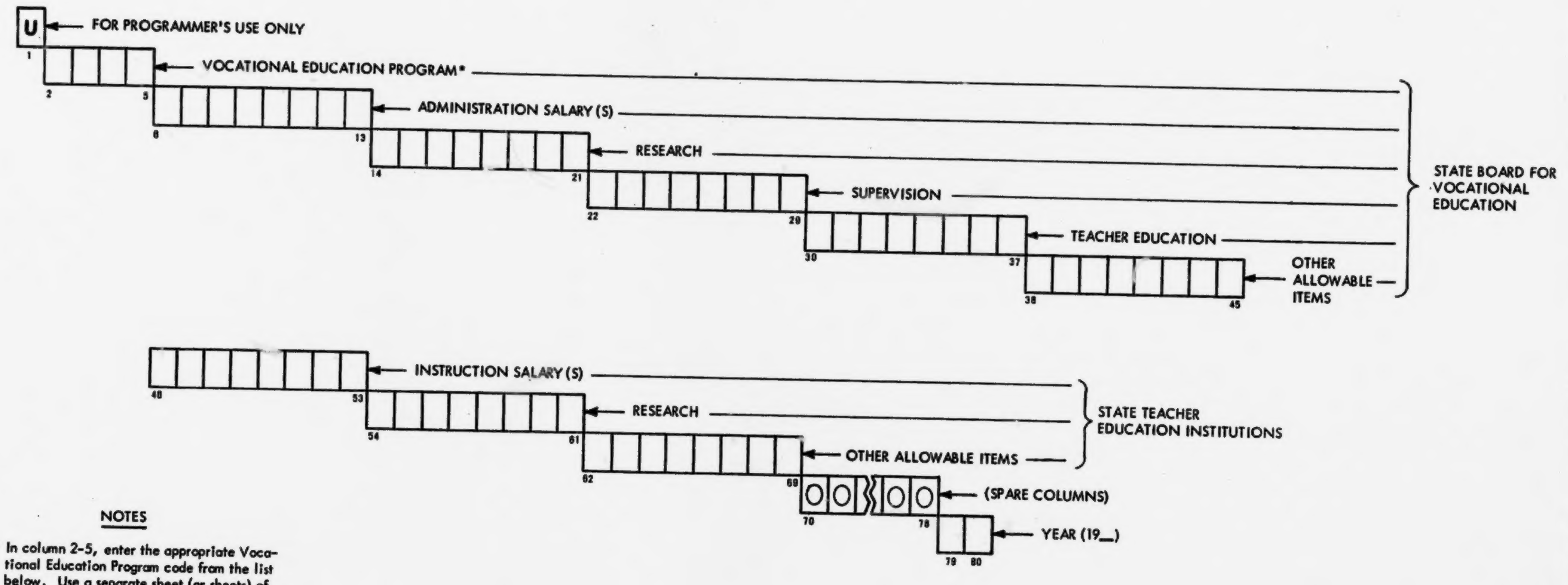
This form should be checked carefully. Recheck the General Instructions.

EXPENDITURE OF STATE FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION-BY PROGRAM

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

PART 1 OF THREE PARTS

SHEET__OF__


U
FOR PROGRAMMER'S USE ONLY
1
VOCATIONAL EDUCATION PROGRAM*
2
5
ADMINISTRATION SALARY (S)
6
13
RESEARCH
14
21
SUPERVISION
22
29
TEACHER EDUCATION
30
37
OTHER ALLOWABLE ITEMS
38
45
STATE BOARD FOR VOCATIONAL EDUCATION
INSTRUCTION SALARY (S)
46
53
RESEARCH
54
61
OTHER ALLOWABLE ITEMS
62
69
STATE TEACHER EDUCATION INSTITUTIONS
0 0 0 0
(SPARE COLUMNS)
70
78
YEAR (19__)
79
80

NOTES

* In column 2-5, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet (or sheets) of the form for each applicable VEP code and number all sheets in the upper right-hand corner, per detailed instructions.

0100 - Agriculture
0400 - Distribution/Marketing
0700 - Health
0800 - Home Economics (Useful Employment)
0820 - Home Economics (Gainful Employment)
1200 - Office
1600 - Technical
1700 - Trades and Industry
1716 - Fisheries
7500 - Guidance

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

STATE: __________
APPROVAL SIGNATURE: __________
DATE PREPARED: __________
FISCAL YEAR ENDING 30 JUNE 19___

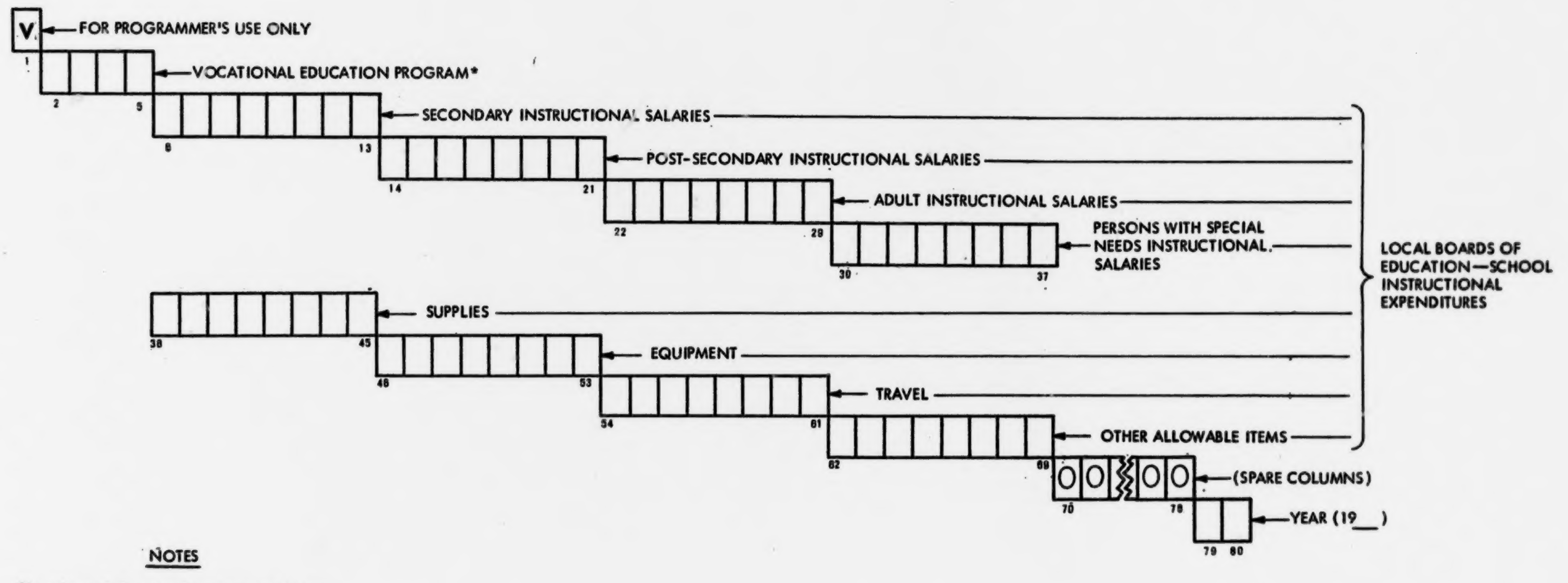
Federal Electric Corporation Form VEIS-8 (1 of 3)___Jun 66

EXPENDITURE OF STATE FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION -BY PROGRAM

(TO BE COMPLETETED BY STATE DEPARTMENT OF EDUCATION)

PART 2 OF THREE PARTS

SHEET__OF__


V
FOR PROGRAMMER'S USE ONLY
1
VOCATIONAL EDUCATION PROGRAM*
2
5
SECONDARY INSTRUCTIONAL SALARIES
6
13
POST-SECONDARY INSTRUCTIONAL SALARIES
14
21
ADULT INSTRUCTIONAL SALARIES
22
29
PERSONS WITH SPECIAL NEEDS INSTRUCTIONAL SALARIES
30
37
LOCAL BOARDS OF EDUCATION—SCHOOL INSTRUCTIONAL EXPENDITURES
SUPPLIES
38
45
EQUIPMENT
46
53
TRAVEL
54
61
OTHER ALLOWABLE ITEMS
62
69
0 0 0 0
(SPARE COLUMNS)
70
78
YEAR (19__)
79
80

NOTES

*In columns 2-5, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet (or sheets) of the form for each applicable VEP code and number all sheets in the upper right-hand corner, per detailed instructions.

0100 - Agriculture
0400 - Distribution/Marketing
0700 - Health
0800 - Home Economics (Useful Employment)
0820 - Home Economics (Gainful Employment)
1200 - Office
1600 - Technical
1700 - Trades and Industry
1716 - Fisheries
7500 - Guidance

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

STATE: __________
APPROVAL SIGNATURE: __________
DATE PREPARED: __________
FISCAL YEAR ENDING 30 JUNE 19___

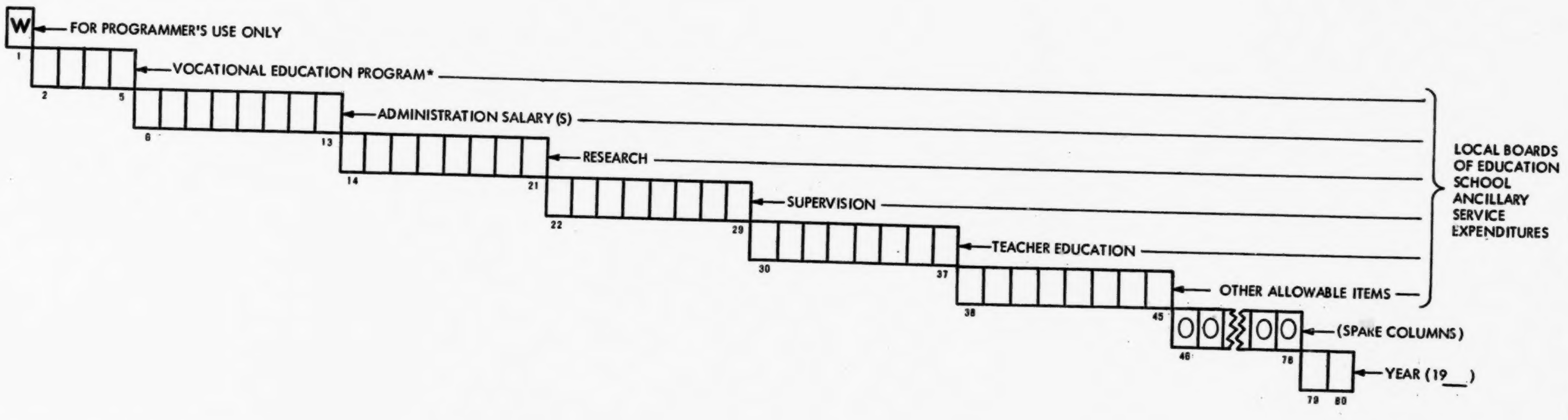
Federal Electric Corporation Form VEIS-8 (2 of 3)___Jun 66

EXPENDITURE OF STATE FUNDS FOR STATE BOARD AND STATE TEACHER EDUCATION AND LOCAL BOARDS OF EDUCATION FOR VOCATIONAL EDUCATION-BY PROGRAM

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

PART 3 OF THREE PARTS

SHEET__OF__


W
FOR PROGRAMMER'S USE ONLY
1
VOCATIONAL EDUCATION PROGRAM*
2
5
ADMINISTRATION SALARY (S)
6
13
RESEARCH
14
21
SUPERVISION
22
29
TEACHER EDUCATION
30
37
OTHER ALLOWABLE ITEMS
38
45
LOCAL BOARDS OF EDUCATION SCHOOL ANCILLARY SERVICE EXPENDITURES
0 0 0 0
(SPARE COLUMNS)
46
78
YEAR (19__)
79
80

NOTES

*In columns 2-5, enter the appropriate Vocational Education Program code from the list below. Use a separate sheet (or sheets) of the form for each applicable VEP code and number all sheets in the upper right-hand corner, per detailed instructions.

0100	Agriculture
0400	Distribution/Marketing
0700	Health
0800	Home Economics (Useful Employment)
0820	Home Economics (Gainful Employment)
1200	Office
1600	Technical
1700	Trades and Industry
1716	Fisheries
7500	Guidance

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

STATE: ________

APPROVAL SIGNATURE: ________

DATE PREPARED: ________

FISCAL YEAR ENDING 30 JUNE 19__

Federal Electric Corporation Form VEIS-8 (3 of 3)___Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-9

EXPENDITURE OF STATE AND/OR LOCAL FUNDS FOR VOCATIONAL EDUCATION - BY FEDERAL ACT AND PURPOSE

INTRODUCTION

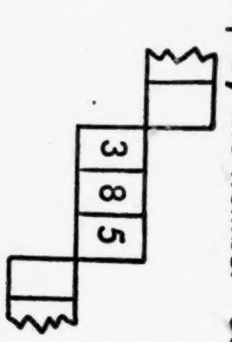
Form VEIS-9, Expenditure of State and/or Local Funds for Vocational Education - By Federal Act and Purpose, is used to collect summary financial data related to the expenditure of State and local funds for each of the three Federal Acts (George-Barden, Smith-Hughes, and Vocational Education Act of 1963. The form is completed by the State Department of Education. The data collected will be used to meet Federal reporting requirements and for various State-level studies and reports.

Carefully read both the general and detailed instructions that follow before completing the form.

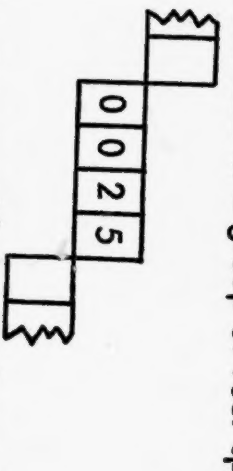
GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.

2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. This form contains three parts (Part I, Part II, and Part III). Prepare a separate form (Parts I, II, and III) for State funds and local funds. All information reported on the form should be related to the Source of Funds (State or local) identified in columns 2-5.

6. Enter a serial number in the upper right-hand corner of each sheet to identify the sheet within a Part I group, within a Part II group, and within a Part III group. Upon completion, staple sheets in upper left-hand corner.

7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

8. Fill in the box in the lower right-hand corner of each sheet of the form.

9. Refer to the VEIS Glossary of Terms for definition of terms that are not defined in the detailed instructions.

PART I - DETAILED INSTRUCTIONS

Column 1. . . . . Do not use this space; it is reserved for programmer's use.

Column 2. . . . . Enter the Source of Funds code from the list below:

Source of Funds	Code
State Funds	1
Local Funds	2

Columns 3 - 11 . . . . . Enter the total amount of funds (identified in column 2) expended for vocational education in Secondary schools under the Vocational Education Act of 1963.

Columns 12 - 20. . . . . Enter the total amount of funds (identified in column 2) expended for vocational education in Post-Secondary schools under the Vocational Education Act of 1963.

Columns 21 - 29. . . . . Enter the total amount of funds (identified in column 2) expended for vocational education in Adult programs under the Vocational Education Act of 1963.

Columns 30 - 38. . . . . Enter the total amount of funds (identified in column 2) expended for vocational education programs for Persons With Special Needs under the Vocational Education Act of 1963.

Columns 39 - 47. . . . . Enter the total amount of funds (identified in column 2) expended for vocational education Work Study programs under the Vocational Education Act of 1963.

Columns 48 - 56. . . . . Enter the total amount of funds (identified in column 2) expended for Ancillary Services for vocational education programs under the Vocational Education Act of 1963.

Columns 57 - 65	Enter the total amount of funds (identified in column 2) expended for vocational education Construction Projects under the Vocational Education Act of 1963.
Columns 66 - 78	Do not use these spaces.
Columns 79 - 80	Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet that comprises Part I and enter the sheet numbers in the upper right-hand corner of each sheet.

PART II - DETAILED INSTRUCTIONS

Column 1	Do not use this space; it is reserved for programmer's use.
Column 2	Enter the appropriate Source of Funds code. (See Part I - Detailed Instructions, Column 2.) The code entered on sheet 1 of this part (Part II) must be identical to that on sheet 1 of Part I and Part III, and the code on sheet 2 of this part must be identical to sheet 2 of Part I and Part III.
Columns 3 - 11	Enter the total amount of funds (identified in column 2) expended for vocational education Agriculture programs under the Smith-Hughes Act.
Columns 12 - 20	Enter the total amount of funds (identified in column 2) expended for vocational education Useful Home Economics programs under the Smith-Hughes Act.
Columns 21 - 29	Enter the total amount of funds (identified in column 2) expended for vocational education Gainful Home Economics programs under the Smith-Hughes Act.
Columns 30 - 38	Enter the total amount of funds (identified in column 2) expended for vocational education Trades and Industry programs under the Smith-Hughes Act.
Columns 39 - 47	Enter the total amount of funds (identified in column 2) expended for vocational education for Maintenance of Teacher Training in Agriculture programs under the Smith-Hughes Act.
Columns 48 - 56	Enter the total amount of funds (identified in column 2) expended for vocational education for Maintenance of Teacher Training in Home Economics programs under the Smith-Hughes Act.
Columns 57 - 65	Enter the total amount of funds (identified in column 2) expended for vocational education for Maintenance of Teacher Training in Trades and Industry programs under the Smith-Hughes Act.

Columns 66 – 78	Do not use these spaces.
Columns 79 – 80	Enter the last two digits of the number of the fiscal year for which the data is applicable. Fill in the box in the lower right-hand corner of each sheet that comprises Part II and enter sheet numbers in the upper right-hand corner of each sheet.

PART III – DETAILED INSTRUCTIONS

Column 1	Do not use this space; it is reserved for programmer's use.
Column 2	Enter the appropriate Source of Funds code. (See Part I – Detailed Instructions, Column 2.) The code entered on sheet 1 of this part (Part III) must be identical to that on sheet 1 of Part I and Part II, and the code on sheet 2 of this part must be identical to sheet 2 of Part I and Part II.
Columns 3 – 11	Enter the total amount of funds (identified in column 2) expended for vocational education in Agriculture (Title I) programs under the George-Barden Act.
Columns 12 – 20	Enter the total amount of funds (identified in column 2) expended for vocational education Distribution (Title I) programs under the George-Barden Act.
Columns 21 – 29	Enter the total amount of funds (identified in column 2) expended for vocational education Homemaking (Title 1) programs under the George-Barden Act.
Columns 30 – 38	Enter the total amount of funds (identified in column 2) expended for vocational education Gainful Home Economics (Title I) programs under the George-Barden Act.
Columns 39 – 47	Enter the total amount of funds (identified in column 2) expended for vocational education Trades and Industry (Title I) programs under the George-Barden Act.
Columns 48 – 56	Enter the total amount of funds (identified in column 2) expended for vocational education Fisheries (Title I) programs under the George-Barden Act.
Columns 57 – 65	Enter the total amount of funds (identified in column 2) expended for vocational education Health (Title II) programs under the George-Barden Act.
Columns 66 – 74	Enter the total amount of funds (identified in column 2) expended for vocational education Technical (Title III) programs under the George-Barden Act.

VEIS-9

Columns 75 – 78	. . . . Do not use these spaces.
Columns 79 – 80	. . . . Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of each sheet that comprises Part III and enter the sheet numbers in the upper right-hand corner of each sheet.

NOTE

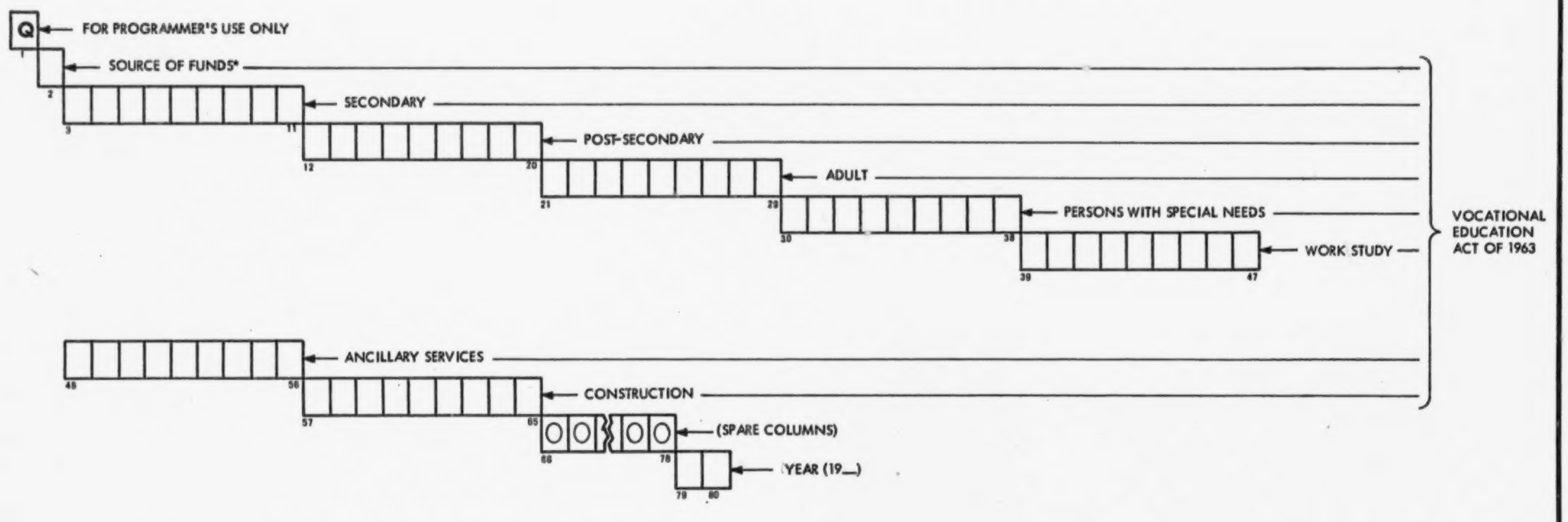
This form should be checked carefully. Recheck the General Instructions.

EXPENDITURE OF STATE AND/OR LOCAL FUNDS FOR VOCATIONAL EDUCATION-BY FEDERAL ACT AND PURPOSE

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

PART 1 OF THREE PARTS

SHEET__OF__


Q
FOR PROGRAMMER'S USE ONLY
SOURCE OF FUNDS*
SECONDARY
POST-SECONDARY
ADULT
PERSONS WITH SPECIAL NEEDS
WORK STUDY
VOCATIONAL EDUCATION ACT OF 1963
ANCILLARY SERVICES
CONSTRUCTION
(SPARE COLUMNS)
YEAR (19__)
1
2
3
11
12
20
21
29
30
38
39
47
48
56
57
65
66
78
79
80

NOTES

*In column 2, enter the appropriate Source of Funds code from the list below. Use a separate sheet for each code and number the sheets in the upper right-hand corner, per detailed instructions.

1 - State Funds
2 - Local Funds

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

STATE: __________
APPROVAL SIGNATURE: __________
DATE PREPARED: __________
FISCAL YEAR ENDING 30 JUNE 19__

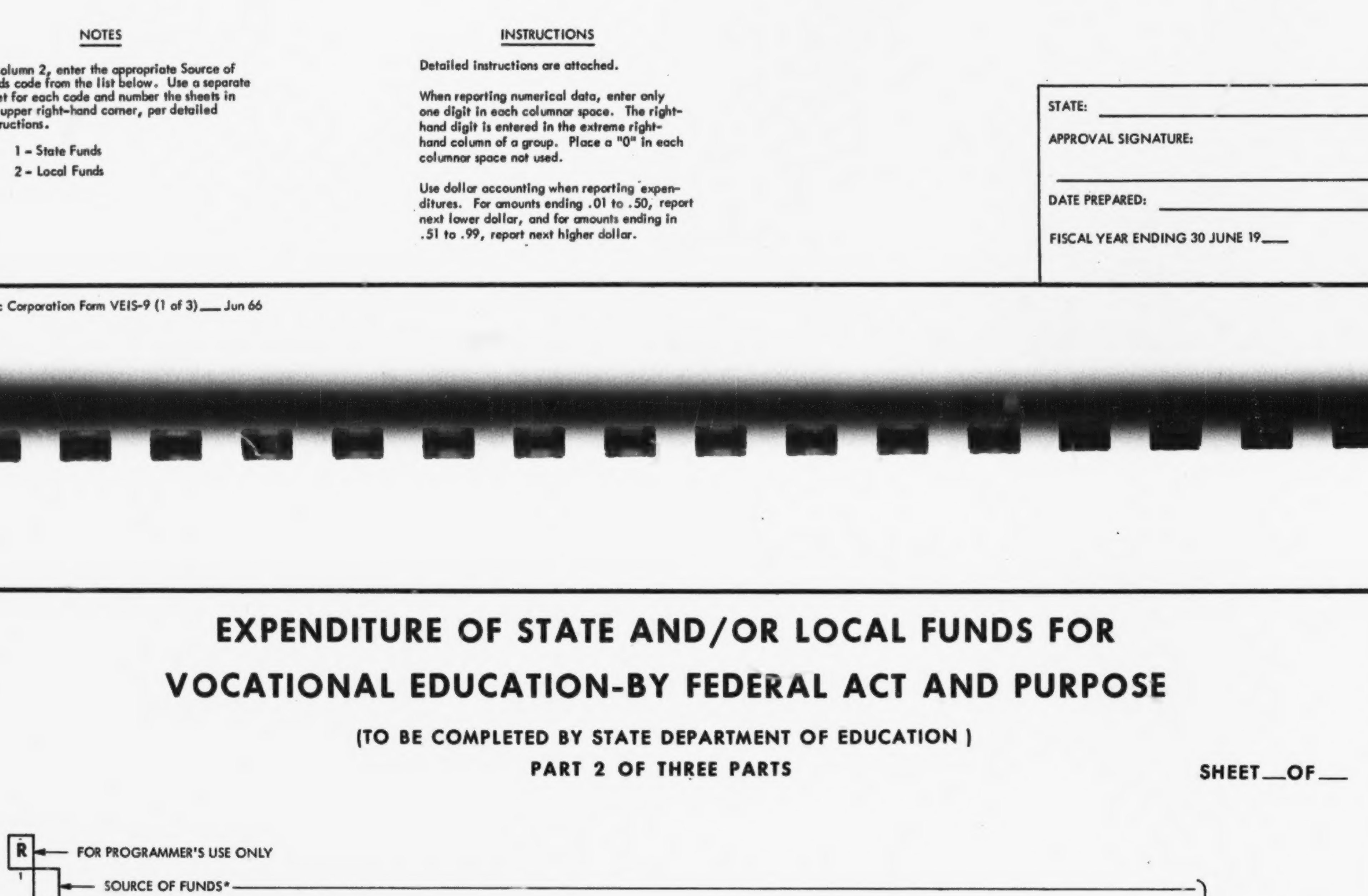
Federal Electric Corporation Form VEIS-9 (1 of 3)__ Jun 66

EXPENDITURE OF STATE AND/OR LOCAL FUNDS FOR VOCATIONAL EDUCATION-BY FEDERAL ACT AND PURPOSE

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

PART 2 OF THREE PARTS

SHEET__OF__


R
FOR PROGRAMMER'S USE ONLY
SOURCE OF FUNDS*
AGRICULTURE
HOME ECONOMICS, USEFUL
HOME ECONOMICS, GAINFUL
TRADES AND INDUSTRY
SMITH-HUGHES ACT
AGRICULTURE
HOME ECONOMICS
TRADES AND INDUSTRY
MAINTENANCE OF TEACHER TRAINING SMITH-HUGHES ACT
(SPARE COLUMNS)
YEAR (19__)
1
2
3
11
12
20
21
29
30
38
39
47
48
56
57
65
66
78
79
80

NOTES

* In column 2, enter the appropriate Source of Funds code from the list below. Use a separate sheet for each code and number all sheets in the upper right-hand corner, per detailed instructions.

1 - State Funds
2 - Local Funds

INSTRUCTIONS

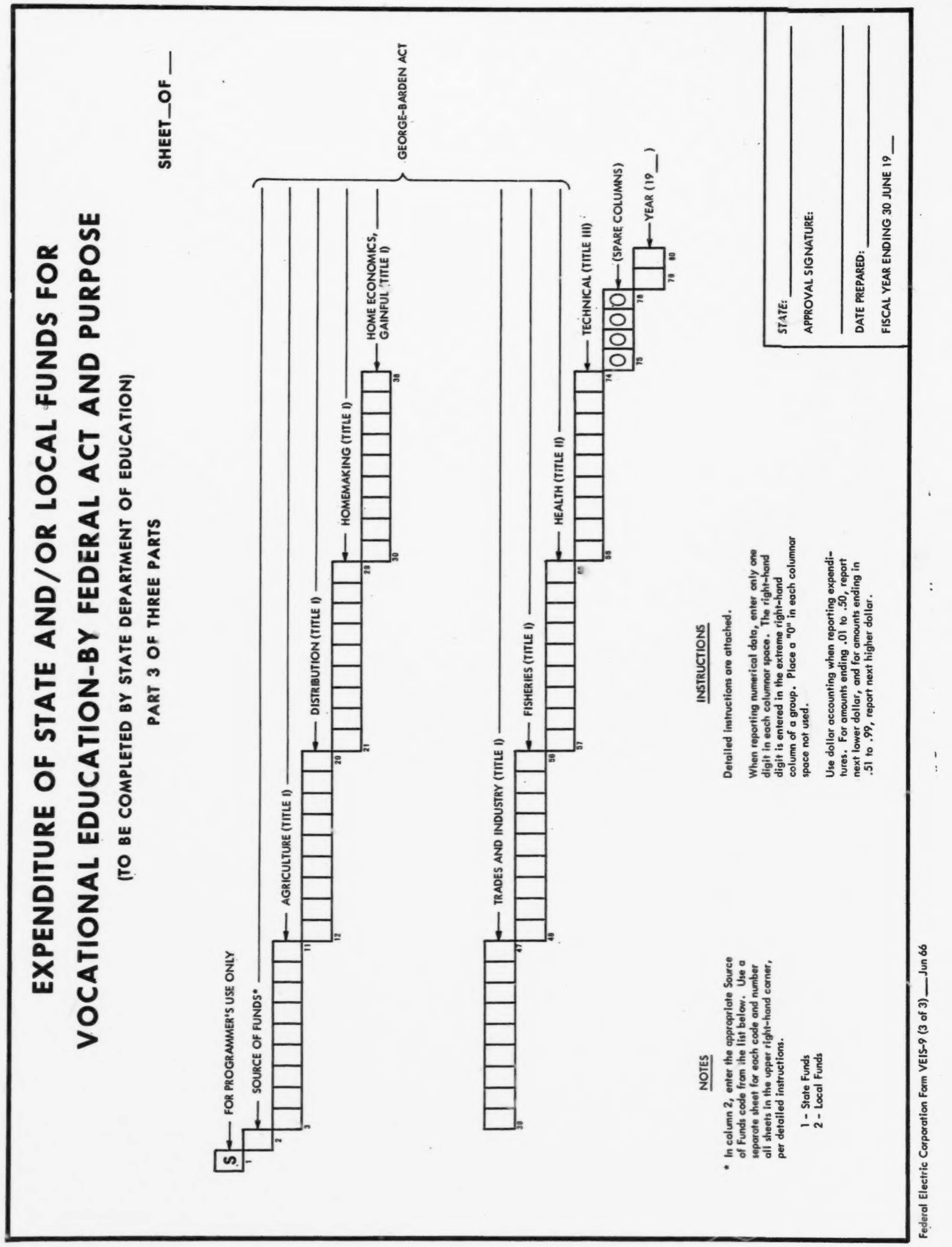
Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99 report next higher dollar.

STATE: __________
APPROVAL SIGNATURE: __________
DATE PREPARED: __________
FISCAL YEAR ENDING 30 JUNE 19__

Federal Electric Corporation Form VEIS-9 (2 of 3)__ Jun 66


FOR PROGRAMMER'S USE ONLY
S
1
SOURCE OF FUNDS*
2
3
AGRICULTURE (TITLE I)
11
12
DISTRIBUTION (TITLE I)
20
21
HOMEMAKING (TITLE I)
28
30
HOME ECONOMICS, GAINFUL (TITLE I)
38
GEORGE-BARDEN ACT
TRADES AND INDUSTRY (TITLE I)
39
47
48
FISHERIES (TITLE I)
56
57
HEALTH (TITLE II)
65
66
TECHNICAL (TITLE III)
74
75
(SPARE COLUMNS)
0
0
0
78
YEAR (19__)
79
80

EXPENDITURE OF STATE AND/OR LOCAL FUNDS FOR VOCATIONAL EDUCATION-BY FEDERAL ACT AND PURPOSE

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

PART 3 OF THREE PARTS

SHEET__OF__

STATE: ____

APPROVAL SIGNATURE: ____

DATE PREPARED: ____

FISCAL YEAR ENDING 30 JUNE 19__

NOTES

* In column 2, enter the appropriate Source of Funds code from the list below. Use a separate sheet for each code and number all sheets in the upper right-hand corner, per detailed instructions.

1 - State Funds
2 - Local Funds

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

Federal Electric Corporation Form VEIS-9 (3 of 3)____Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-10

EXPENDITURE OF FEDERAL VEA'63 FUNDS FOR VOCATIONAL EDUCATION - BY PURPOSE

INTRODUCTION

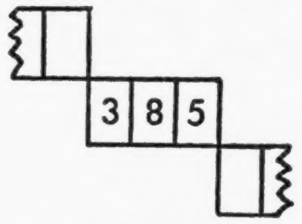
Form VEIS-10, Expenditure of Federal VEA'63 Funds for Vocational Education - by Purpose, is used to collect summary financial data related to the distribution of Federal Vocational Education Act of 1963 funds. Distribution of funds are reported by purpose (secondary, post-secondary, adult, etc.). The form is completed by the State Department of Education. The data collected will be used to meet Federal reporting requirements and for various State-level studies and reports.

Carefully read both the general and detailed instructions that follow before completing the form.

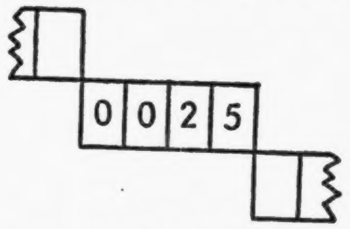
GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.

2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

6. Fill in the box in the lower right-hand corner of the form.

7. Refer to the VEIS Glossary of Terms for definition of terms which are not included in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1	Do not use this space; it is reserved for the programmer's use.
Columns 2 - 10	Enter the total amount of Federal Vocational Education Act of 1963 (VEA'63) funds that was expended in the State for Secondary school vocational education programs.
Columns 11 - 19	Enter the total amount of Federal VEA'63 funds that was expended in the State for Post-Secondary school vocational education programs.
Columns 20 - 28	Enter the total amount of Federal VEA'63 funds that was expended in the State for vocational education in Adult programs.
Columns 29 - 37	Enter the total amount of Federal VEA'63 funds that was expended in the State for vocational education programs for Persons With Special Needs.
Columns 38 - 46	Enter the total amount of Federal VEA'63 funds that was expended in the State for vocational education Construction projects.
Columns 47 - 55	Enter the total amount of Federal VEA'63 funds that was expended in the State for Ancillary Services for vocational education programs.
Columns 56 - 64	Enter the total amount of Federal VEA'63 funds that was expended in the State for vocational education Work Study programs.
Columns 65 - 78	Do not use these spaces.
Columns 79 - 80	Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in the box in the lower right-hand corner of this form.

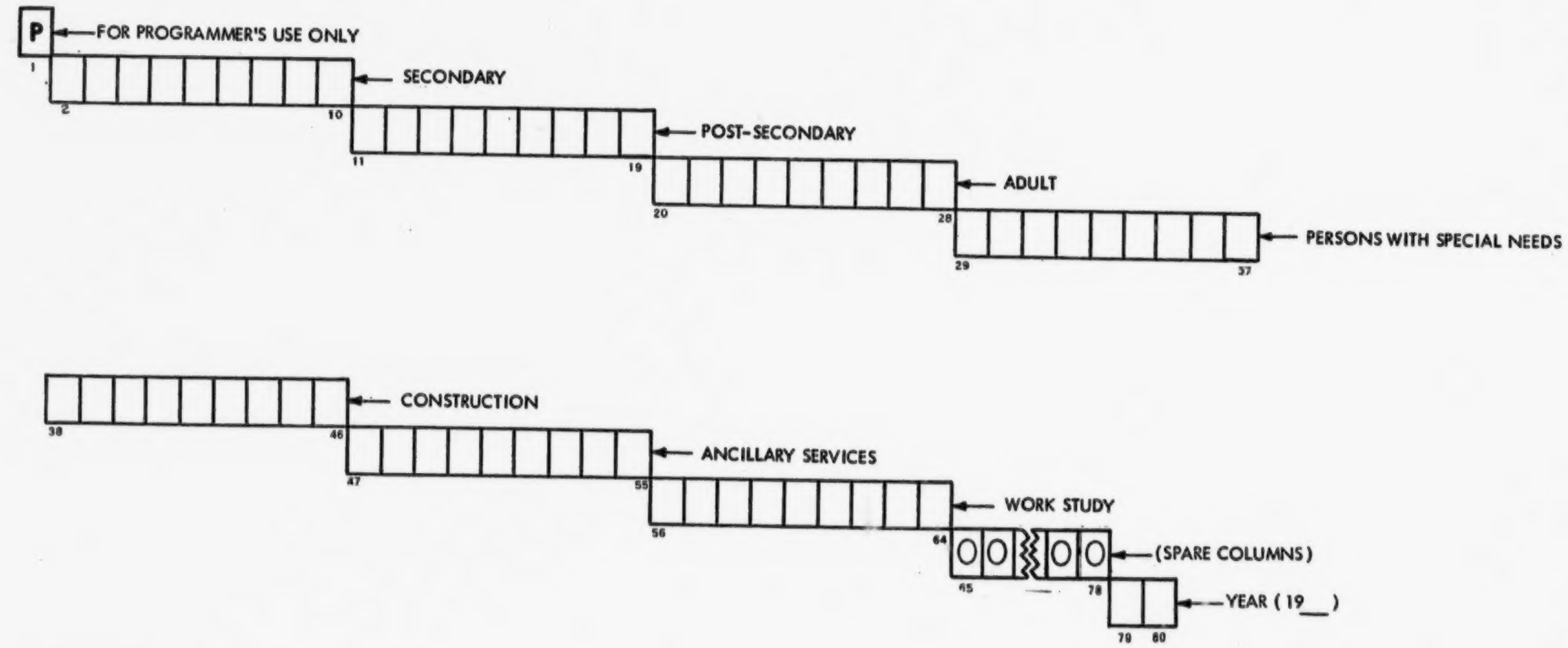
NOTE

This form should be checked carefully. Recheck the General Instructions.

VEIS-10

EXPENDITURE OF FEDERAL VEA '63 FUNDS FOR VOCATIONAL EDUCATION - BY PURPOSE

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)


P
FOR PROGRAMMER'S USE ONLY
1
SECONDARY
2
10
POST-SECONDARY
11
19
ADULT
20
28
PERSONS WITH SPECIAL NEEDS
29
37
CONSTRUCTION
38
46
ANCILLARY SERVICES
47
55
WORK STUDY
56
64
(SPARE COLUMNS)
65
78
YEAR (19__)
79
80

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

STATE: ____________________

APPROVAL SIGNATURE:

____

DATE PREPARED: ____________________

FISCAL YEAR ENDING 30 JUNE 19__

Federal Electric Corporation Form VEIS-10 — Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-11

FINANCIAL STATEMENT OF FEDERAL FUNDS FOR VOCATIONAL EDUCATION

INTRODUCTION

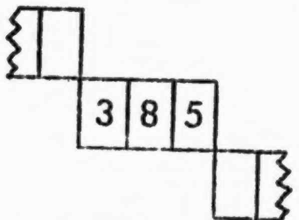
Form VEIS-11, Financial Statement of Federal Funds for Vocational Education, is is used to collect summary financial data related to the status of Federal funds received by the State through Federal Acts (George-Barden, Smith-Hughes, and Vocational Education Act of 1963). Funds are reported as follows: unobligated balance from previous year, Federal funds received during the year; and Federal funds transferred. This form is completed by the State Department of Education. The data collected will be used to fulfill Federal reporting requirements and for various State-level studies and reports.

Carefully read both the general and detailed instructions that follow before completing the form.

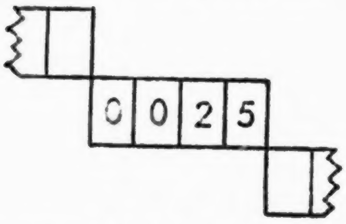
GENERAL INSTRUCTIONS

1. Type or clearly write all numerical data in the spaces provided. Enter only one digit in each columnar space.

2. Enter the right-hand digit of the number in the extreme right-hand columnar space of a group. For example, the number "385" would be recorded as follows:



3. Insert a "0" in each columnar space of a group that is not used. For example, the number "25" would be recorded in a group of four spaces as follows:



4. Insert zeros ("0") in all spaces provided for information categories that are not applicable.

5. In columns 4-30, report only data pertaining to the Major Purpose identified in columns 2-3. In columns 33-59 report only data pertaining to the Major Purpose identified in columns 31-32. List two Major Purposes on a sheet, using as many sheets as necessary.

6. Enter a serial number in the upper right-hand corner of each sheet of the form to identify the sheet within a set of sheets. (A set comprises all the sheets of the VEIS-11 form required to present "a complete financial statement of Federal funds for vocational education" in the state.) Upon completion, staple the sheets in the upper left-hand corner.

7. Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report the next lower dollar, and for amounts ending .51 to .99, report the next higher dollar.

8. Fill in the box in the lower right-hand corner of each sheet of the form.

9. Refer to the VEIS Glossary of Terms for definition of terms which are not included in the detailed instructions.

DETAILED INSTRUCTIONS

Column 1 . . . . Do not use this space; it is reserved for programmer's use.

Columns 2 - 3 . . . . . Enter, from the list below, the appropriate Major Purpose code. The purposes are grouped by the three major Federal Vocational Education Acts; namely, the Vocational Education Act of 1963, the Smith-Hughes Act, and the George-Barden Act.

Major Purpose	Code
Vocational Education Act of 1963	
Regular Program (Section 3 of Act)	03
Work Study Program (Section 13 of Act)	04
Smith-Hughes Act	
Agriculture	06
Trades and Industry	07
Teacher Training	08
George-Barden Act	
Agriculture - Title I	11
Distribution - Title I	12
Homemaking - Title I	13
Trades and Industry - Title I	14
Health - Title II	15
Technical - Title III	16

Columns 4 – 12	Enter the Unobligated Balance from the Previous Year for the Major Purpose identified in columns 2–3. Report as part of this Unobligated Balance any miscellaneous receipts, such as refunds, replacement of Federal with State or local funds, or the prorated share portion of money received from the sale of equipment purchased in part with Federal funds. An itemized accounting of any such miscellaneous receipts should be attached or listed on the reverse side of the form, and the U.S. Office of Education should be advised accordingly, using a separate memorandum if necessary. The amount of such receipts may not be spent for obligations of a year subsequent to that for which payment was originally made.
Columns 13 – 21	Enter total Federal Funds Received During Year for the Major Purpose identified in columns 2–3.
Columns 22 – 30	Enter total Federal Funds Transferred for the Major Purpose identified in columns 2–3. Enter a plus sign (+) in column 22 if Federal funds were transferred into an Act. Enter a minus sign (–) in column 22 if Federal funds were transferred from an Act.
Columns 31 – 32	Enter a second Major Purpose code if needed. (See instructions for columns 2–3.)
Columns 33 – 41	Enter the Unobligated Balance from the Previous Year for the Major Purpose identified in columns 31–32. (See instructions for columns 4–12 for more details.)
Columns 42 – 50	Enter total Federal Funds Received During Year for the Major Purpose identified in columns 31–32.
Columns 51 – 59	Enter total Federal Funds Transferred for the Major Purpose identified in columns 31–32. Enter a plus sign (+) in column 51 if Federal funds were transferred into an Act. Enter a minus sign (–) in column 51 if Federal funds were transferred from an Act.
Columns 60 – 78	Do not use these spaces.
Columns 79 – 80	Enter the last two digits of the number of the fiscal year for which the data is applicable.

Fill in box in the lower right-hand corner of this sheet and enter sheet numbers in the upper right-hand corner of sheet.

NOTE

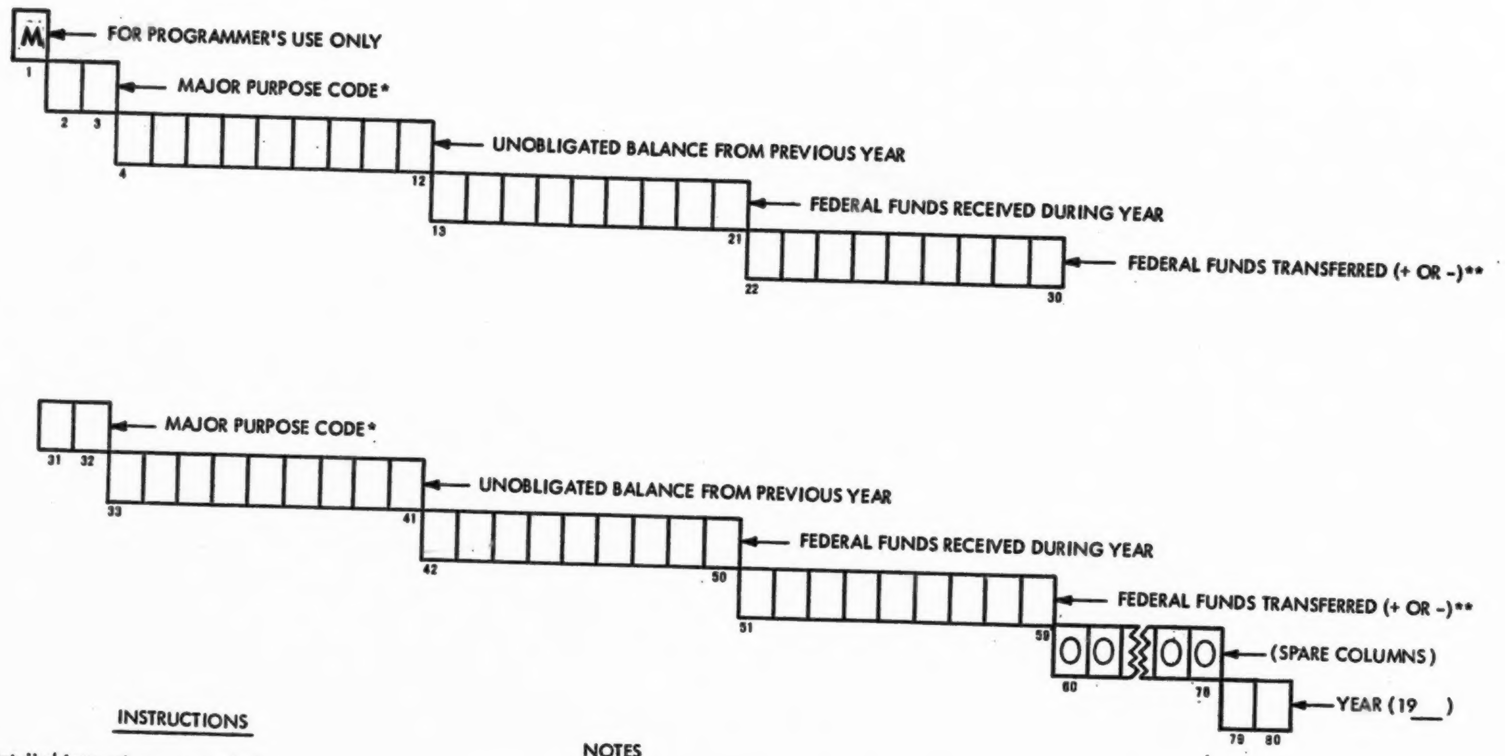
This form should be checked carefully. Recheck the General Instructions.

VEIS–11

FINANCIAL STATEMENT OF FEDERAL FUNDS FOR VOCATIONAL EDUCATION

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

SHEET__OF__


M
FOR PROGRAMMER'S USE ONLY
1
MAJOR PURPOSE CODE*
2 3
UNOBLIGATED BALANCE FROM PREVIOUS YEAR
4 12
FEDERAL FUNDS RECEIVED DURING YEAR
13 21
FEDERAL FUNDS TRANSFERRED (+ OR -)**
22 30
MAJOR PURPOSE CODE*
31 32
UNOBLIGATED BALANCE FROM PREVIOUS YEAR
33 41
FEDERAL FUNDS RECEIVED DURING YEAR
42 50
FEDERAL FUNDS TRANSFERRED (+ OR -)**
51 59
0 0 0 0
(SPARE COLUMNS)
60 78
YEAR (19__)
79 80

INSTRUCTIONS

Detailed instructions are attached.

In columns 4-30, report only data pertaining to the Purpose identified in columns 2-3.

In columns 33-59, report only data pertaining to the Purpose identified in columns 31-32.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand column of a group. Place a "0" in each columnar space not used.

Use dollar accounting when reporting expenditures. For amounts ending .01 to .50, report next lower dollar, and for amounts ending in .51 to .99, report next higher dollar.

NOTES

*In columns 2-3 and 31-32, enter the appropriate Purpose code from the list below. List two Purposes on a sheet, using as many sheets as necessary. Number all sheets in the upper right-hand corner, per detailed instructions.

Vocational Education Act of 1963

03 - Regular Program (Section 3)
04 - Work Study Program (Section 13)

Smith - Hughes Act

06 - Agriculture
07 - Trades and Industry
08 - Teacher Training

George-Barden Act

11 - Agriculture } Title I
12 - Distribution } Title I
13 - Homemaking } Title I
14 - Trades and Industry } Title I
15 - Title II - Health
16 - Title III - Technical

**Enter a plus sign (+) in column(s) 22 and/or 51 if Federal funds are transferred into an Act. Enter a minus sign(-) in column(s) 22 and/or 51 if Federal funds are transferred from an Act.

STATE: ____________

APPROVAL SIGNATURE: ____________

DATE PREPARED: ____________

FISCAL YEAR ENDING 30 JUNE 19__

Federal Electric Corporation Form VEIS-11 — Jun 66

INSTRUCTIONS

FOR COMPLETING FEC FORM VEIS-12

STAFF HEADER CARD FOR VOCATIONAL EDUCATION ADMINISTRATIVE ORGANIZATION UNIT

INTRODUCTION

Form VEIS-12, Staff Header Card for Vocational Education Administrative Organization Unit, is used as a school identification card. This form is completed by each reporting school and is submitted with the completed VEIS forms to the State Department of Education.

Type or clearly write all numerical data in the spaces provided. Enter only one digit or letter in each columnar space. Refer to the VEIS Glossary of Terms for definition of terms that are not included in the instructions that follow.

INSTRUCTIONS

Column 1 . . . . Enter the appropriate Administration Organization Unit Location code from the list below.

Location	Code
State	1
Region	3
County	5
District	7
Local School	9

Columns 2 – 21 . . . . . Print the name of the Administrative Organization Unit, that is, the name of the reporting unit, starting with column 2. Spaces that are not used should remain blank. Use abbreviations if the number of letters for the name exceeds the spaces provided.

Columns 22 – 36 . . . . . Enter the street address for the reporting unit, starting with column 22. Spaces that are not used should remain blank. Use abbreviations if the number of letters for the address exceeds the spaces provided.

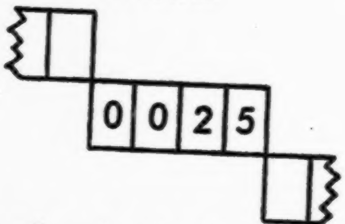
Columns 37 – 50 . . . . . Enter the name of the city in which the reporting unit is located, starting with column 37. Spaces that are not used should remain blank. Use abbreviations if the number of letters for the city exceeds the spaces provided.

Columns 51 - 55 . . . . . Enter the State name, starting with column 51. Spaces that are not used should remain blank. Use abbreviations if the number of letters for the State exceeds the spaces provided.

Column 56 . . . . Enter the appropriate Type of School code from the following list:

Type of School	Code
Special High School	1
Department of a High School	2
Technical/Vocational School	3
Department of Higher Education Institution	4

Columns 57 - 61 . . . . . Enter the number of female students (unduplicated count) enrolled in all the vocational education programs offered in the reporting unit. Enter the right-hand digit of the number in the extreme right-hand space (column 61) and insert zeros ("0") in spaces not used. For example, the number "25" would be recorded as follows:

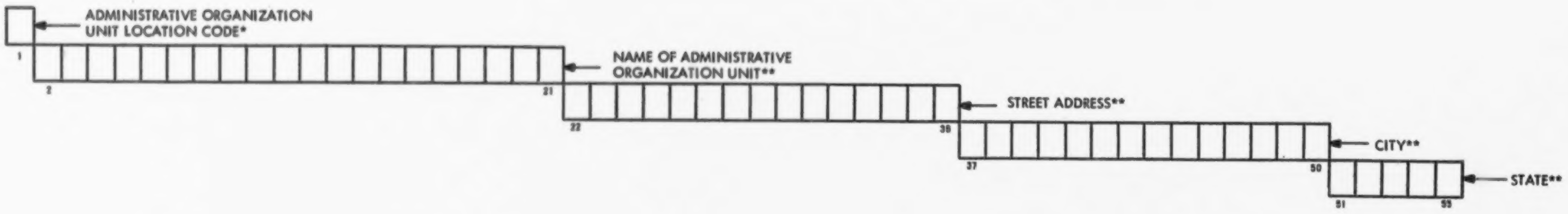


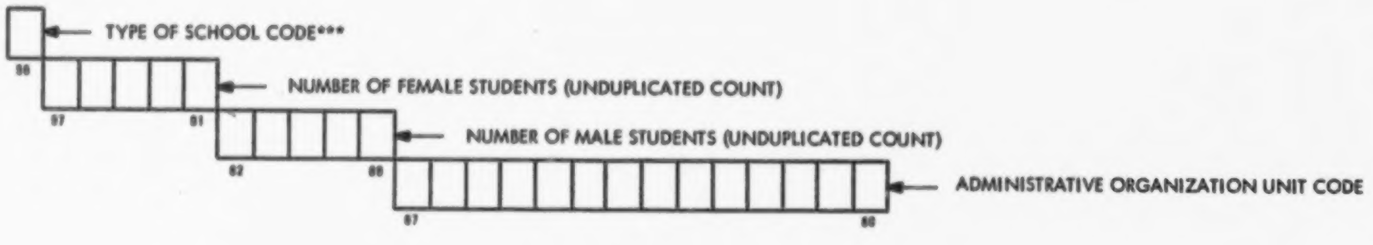
Columns 62 - 66. . . . . Enter the number of male students (unduplicated count) enrolled in all the vocational education programs offered in the reporting unit. Refer to special instructions included for columns 57-61.

Columns 67 - 80. . . . . Enter the Administration Organization Unit code (provided by State education agency).

Fill in the box in the lower right-hand corner of the form.

STAFF HEADER CARD FOR VOCATIONAL EDUCATION
ADMINISTRATIVE ORGANIZATION UNIT


ADMINISTRATIVE ORGANIZATION UNIT LOCATION CODE*
1
NAME OF ADMINISTRATIVE ORGANIZATION UNIT**
2
21
STREET ADDRESS**
22
36
CITY**
37
50
STATE**
51
55


TYPE OF SCHOOL CODE***
56
NUMBER OF FEMALE STUDENTS (UNDUPLICATED COUNT)
57
61
NUMBER OF MALE STUDENTS (UNDUPLICATED COUNT)
62
66
ADMINISTRATIVE ORGANIZATION UNIT CODE
67
80

INSTRUCTIONS

Detailed instructions are attached.

When reporting numerical data, enter only one digit in each columnar space. The right-hand digit is entered in the extreme right-hand columnar space of a group. Place a "0" in each columnar space not used.

NOTES

*Select Location Code from the following list:
- 1 - State
- 3 - Region
- 5 - County
- 7 - District
- 9 - Local School

**Use abbreviations if the number of characters for the name, street, city, and state exceed the spaces provided.

***Select proper code from applicable list of codes in detailed instructions.

SCHOOL OR EMPLOYING AGENCY: ____________________

ADDRESS: ____________________

DATE PREPARED: ____________________

Federal Electric Corporation Form VEIS-12 Jun 66

CHAPTER 4

GLOSSARY OF TERMS

This chapter contains a glossary of terms commonly used in the Vocational Education Information System. The basic source of the definitions was the following publications prepared by the U.S. Office of Education:

a. State Educational Records and Report Series:

Handbook I, The Common Core of State Educational Information (Bulletin 1953, No. 8)

Handbook II, Financial Accounting for Local and State School Systems (OE-22017)

Handbook III, Property Accounting for Local and State School Systems (OE-21019)

Handbook IV, Staff Accounting for Local and State School Systems (OE-23039)

Handbook V, Pupil Accounting for Local and State School Systems (OE-23035)

b. Part 104 - Administration of Vocational Education:

Federal Allotments to States, Rules and Regulations

In some instances, definitions from the above sources were modified to meet vocational education reporting requirements. These changes were coordinated with cognizant U.S. Office of Education personnel.

Acts

As used in vocational education, refers to the Smith-Hughes Act, the three titles (Title I, Title II, and Title III) of the George-Barden Act, the supplementary acts, and the Vocational Education Act of 1963.

Administration Salary(s), Local Boards of Education

That portion of the total expenditure for local administration that has been prorated for salaries of Local Directors.

Administration Salary(s), State Board of Vocational Education

That portion of the total expenditure for State administration that has been prorated to the vocational salaries of the Executive Officer of the State Board, the State Director of Vocational Education, and the necessary supporting professional personnel and their clerical staffs.

Adult

An individual who has reached a specified minimum legal age of adulthood, usually 21 years.

Adult and Out-of-School Youth (Type of Pupil)

Adults and out-of-school youth receiving instruction in an adult education instructional organization or in an adult education program offered by an elementary school, a secondary school, or a college.

Adult Vocational Education

Instruction which provides opportunity for adults and out-of-school youth to further their education. This instruction may be offered through a separate adult education instructional organization of a school system (such as an evening school or an adult trade, technical, or vocational school), through an adult education program of a college, or through some other arrangement. While most pupils in adult education receive their instruction in courses to which an instructional level has not been assigned, adult education often includes instruction at the elementary and secondary instructional levels in classes, through correspondence, or by other means. Adult education also includes instruction at the post-secondary instructional level for which credit is not given toward a degree or toward the completion of a terminal program.

Ancillary Services

Those auxiliary activities which are conducted in support of vocational education programs, rather than as separate operations, and whose primary function is to expedite the performance of, and insure quality in, the programs. For example, teacher training, conduct of demonstration and experimental programs, development of instructional materials, program evaluation, research and guidance activities.

Apprentice

A worker who is learning a recognized occupation in accordance with a written apprentice-training contract between him and his employer or employers, which provides for a given period of planned work experience through employment on the job, supplemented by appropriate related instruction, and specified other details of the arrangement.

Apprenticeship Training

An organized system for providing young people with the manipulative skills and technical or theoretical knowledge needed for competent performance in skilled occupations. The program usually involves cooperation among schools, labor, and management, since apprentices learn the skills of their craft through on-the-job work experiences, and the related theoretical information through classroom instruction. The minimum terms and conditions of apprenticeship are regulated by State and local statutes or agreements.

Area or Regional Supervisor

A person responsible for supervising or coordinating activities in an area or region.

Area or Regional Vocational School

A public school or institution that serves a geographical area larger than one school district; for example, a school serving a whole State, several counties, a whole county, or parts of two or more school districts. In vocational education, for construction purposes, "area vocational education school" means any public school or public institution the facilities of which can be constructed with Federal funds under the provisions of section 4(a)(5) of the 1963 Act. These may include only: (1) A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for full-time study in preparation for entering the labor market; (2) The department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market; (3) A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market; and (4) The department or division of a junior college or community college or university which, under the supervision of the State board, provides vocational education in no less than five different occupational fields leading to immediate employment but not leading to a baccalaureate degree.

Assistant Supervisor

Assistant to the person in charge of a single occupational area or program.

Certificate of Completion

An official record granted to members of vocational classes or programs upon satisfactorily completing the requirements of a course of instruction.

Code

A system of numbers and/or letters and/or other symbolic designations used for identifying previously defined items and categories of information.

College

A school providing instruction at the college level. This includes the community college, junior college, and any other school offering college level instruction. The college may also offer adult education and other courses in addition to its college level courses.

Commissioner

Refers to the Commissioner of Education, U.S. Department of Health, Education and Welfare.

Community College

Is a junior college operated by the board of education of a local basic administrative unit (including the independent local board for one or more community colleges). Instruction is adapted in content, level, and schedule to the needs of the local community.

College, Junior

An institution of higher education which offers the first two years of college instruction, frequently grants an associate degree, and does not grant a bachelor's degree. Offerings include transfer and/or terminal programs at the post-secondary instructional level and may also include adult education programs.

Comprehensive Secondary School

A secondary school with a number of departments (e.g., academic, industrial, business, vocational) offering a diversified program to meet the needs of pupils with varying interests and abilities.

Congressional District

A portion of the State defined geographically for electoral purposes and identified by a number or code.

Construction Project

A specific project for the construction or expansion of an area vocational school facility which will be accomplished at a single site as provided in paragraph 104.44 of "Part 104 -- Administration of Vocational Education: Federal Allotments to States, Rules and Regulations."

Construction, Type of

Type of construction undertaken for Area Vocational Education school facility projects as follows:

(a) Expansion, remodeling, and/or other alterations of existing buildings, as defined in Regulation 104.1(n)(2)(i).

(b) Construction of new buildings to the extent they contain such school facilities and initial equipment as defined in Regulation 104.1(n)(2)(ii).

Contracted Services

Those services rendered to the school system through contract or other agreement with a firm, company, individual, or other educational agency or institution, such services being performed by person or persons not on the school staff.

Cooperative Education

A combination program of alternate schooling and employment (study and practice) conducted on an alternating schedule so as to provide legal employment of the student, with organized on-the-job training, and also correlated vocational school instruction.

Counselor

A staff member assigned professional services having the purpose of assisting pupils in making plans and choices in relation to education, vocation, or personal development.

Course of Study

An organization of subject matter and related learning experiences provided for the instruction of pupils on a scheduled or other systematic basis during a predetermined period of time (e.g., semester, regular school term, or a 2-week workshop) and usually providing, upon successful completion, credit toward a degree or other certification of completion of an overall instructional program.

Curriculum

A series of interrelated courses of varying length, arranged in logical sequence, and designed to meet a stated educational objective.

Curriculum Specialist

A person who develops instructional materials to support the instructional program in a particular occupational area.

Dependent

One who is sustained by another, or who relies on another for support.

Distribution Education

A program of instruction in marketing, merchandising, and management. The instruction is devoted to updating, upgrading, career development, and operational management.

Dropout

A pupil who leaves school before graduation or completion of a program of studies for any reason except death, and without transferring to another school.

The term dropout is used most often to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school or before completing an equivalent program of studies.

Such an individual is considered a dropout whether he drops out before or after he has passed the compulsory school attendance age, and whether or not he has completed a minimum required amount of school work.

Employment

Lawful work in a recognized occupation.

Enrollment, (Vocational)

Number of students in vocational classes which met the standards in the State Plan, received direction, supervision and furnished reports, irrespective of whether expenditures for these classes were supported by reimbursement of vocational funds or used for matching Federal funds.

Equipment, (Vocational)

A fixed or movable article, or set of articles, which:

a. Retain its original shape and general appearance with reasonable care and use over a period of at least one year when handled with reasonable care;

b. Is usually more feasible to repair than to replace with an entirely new unit (non-expendable) when it is damaged or fails to function properly;

c. Does not lose its identity through incorporation into a larger or more complex unit or substance.

Follow-Up Study

A program to determine (1) what occupations were pursued by students and/or graduates of vocational education courses and (2) how effective was the training in relationship to job requirements.

Funds, (Vocational)

Unless otherwise specified, refers to any public funds available for expenditure under the Vocational Education State Plan, whether derived from Federal grants or State or local appropriations or other sources.

Gainful Employment

Gainful employment means employment in a recognized occupation for which persons normally receive a wage, salary, fee, or profit.

George-Barden Act

A Federal law enacted in 1946 which provides for the further development and promotion of vocational education in several States and territories. It authorizes a Federal appropriation for grants-in-aid to States for use in vocational programs which meet certain minimum standards in agriculture, home economics, distributive education, trade and industrial education, and vocational guidance. On August 8, 1956, fishery trades were included. The Act is administered by the Office of Education. Title II within the Health Amendments Act of 1956 authorized a program for the extension and improvement of practical nurse training and other similar health occupations. Title III was added to the George-Barden Act by an amendment provided by Title VIII of the National Defense Education Act of 1958 which provided that funds be appropriated for training highly skilled technicians in defense-related occupations.

Gifted (Type of Pupil)

The type of pupil who, because of certain atypical characteristics, has been identified by technically or professionally qualified personnel as possessing intellectual capacity so much above the average as to require special educational planning.

Grade

That portion of a school program which represents the work of one regular school term and which is identified by a designation such as kindergarten, grade 1, grade 3, grade 7, etc.

Handicapped (Type of Pupil)

The type of pupil who, because of certain atypical characteristics, has been identified by technically or professionally qualified personnel as possessing physical, mental, and/or behavioral characteristics that so adversely affect the performance of the individual as to require special educational planning.

Guidance and Counseling, (Vocational)

Vocational guidance and counseling services include the following activities:

a. The identification of individuals who are suited to, and who would benefit from, vocational education.

b. The assisting of these individuals in the planning of a realistic program of training and study.

c. Guidance during schooling.

d. Assistance in vocational job placement in chosen fields.

e. The conduction of follow-up procedures to determine the effectiveness of the *vocational instruction and of the guidance and counseling program.*

Guidance Counselor

A staff member assigned professional services having the purpose of assisting pupils in making plans and choices in relation to education, vocation, or personal development.

Identification Number

A number assigned to a staff member, student, school, congressional district, county, or other entity, by the school system or by the State or Federal agencies, for identification and record-keeping purposes.

Initial School Equipment, (Vocational Construction)

All building fixtures and utilities, furnishings (including conventional classroom and office furniture) and instructional equipment. In connection with the erection of new facilities or the expansion of existing ones, initial equipment shall include only that equipment which must be placed in the proposed facility to accommodate the type of vocational instruction, or other vocational education purpose, for which the facility is designed. In connection with the remodeling and/or alteration of existing facilities, initial equipment may also include equipment installed to replace obsolete or worn-out equipment. If replacement equipment is used in a remodeling or alteration project, the trade-in allowance (or the salvage value) of the old equipment must be deducted from the price of the new equipment when computing construction costs.

Instructional Equipment (Vocational)

Equipment, supplies, and teaching aids (including reference materials and textbooks) used in the classroom, library, laboratory, shop, or field, either by authorized vocational education instruction personnel for instructing, or by their students for learning. It may not include supplies to be made into equipment or products to be sold, or to be used by pupils, teachers, or other persons.

Instructional Rooms (Vocational)

The work areas, such as classrooms, libraries, laboratories, workshops, cafeterias, offices and utility rooms which are required to operate a program of vocational instruction at normal capacity (in accordance with the State Plan and the laws and customs of the State). These spaces do not include facilities primarily intended for events for which admission is to be charged to the public, such as single-purpose auditoriums, indoor arenas, and outdoor stadiums.

Intermediate Administrative Unit

A unit smaller than the State which exists primarily to provide administrative, consultative, advisory, or statistical services to local basic administrative units, or to exercise certain regulatory and inspectorial functions over local basic administrative units. An intermediate unit may operate schools and contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority. Where there is a supervisory union board, the union is included as an intermediate unit.

Itinerant Teacher, (Vocational)

A full-time person who teaches adult preparatory or supplementary classes throughout an area, such as a county, major city, region or State.

Junior or Community College

See: College, Community or College, Junior

Local Basic Administrative Unit

An administration unit at the local level which exists primarily to operate public schools or to contract for public school services (including vocational education). Normally, taxes can be levied against such units for school purposes. These units may or may not be coterminous with county, city, or town boundaries. This term is used synonymously with the term "school district."

Local Educational Agency

A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program (except as otherwise provided in section 210(d) of the George-Barden Act for health occupations training). In the regulations of this part, anything modified by the adjective "local" pertains to a "local educational agency" herein defined.

Nonpublic School

A school established by an agency other than the State or its subdivisions or the Federal government, which is usually supported by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials.

Occupational Field

A group of recognized occupations which possess many similarities and which have the following characteristics in common:

a. The type of work performed.

b. The basic aptitudes, and the acquired knowledge and training, required.

c. The tools, machines, instruments, and other equipment used.

d. The basic materials used.

Occupations, Defense Related, (Vocational)

Occupations which (1) entail the design, development, testing, manufacturing, processing, construction, installation, operation, maintenance, repair, or servicing of plant facilities, equipment or products which are of importance to military or other defense activity and (2) are a vital part of an industry or activity which is necessary to the defense program, such as the military itself, suppliers of products or services to the military, or other defense activities, and scientific research.

On-the-Job Training

A program of instruction provided to an employed worker by the employer during the normal working hours of the occupation.

Part-Time General Continuation Class (Vocational-Trade and Industrial only)

A class for employed persons who have completed the full-time day school and are reenrolled for instruction which is designed to increase their civic intelligence rather than to develop specific occupational competence. These classes are usually limited to those under 18 years of age.

Persons With Special Needs (Vocational Education Only)

Persons who have academic, socio-economic, or other handicaps which make them unable to follow regular Vocational Education Programs, but who are otherwise available for full-time study in preparation for entering the labor market.

Preparatory Program, (Vocational)

Any program which prepares its enrollees for employment.

Preservice Teacher Training, (Vocational)

Vocational teacher training (pre-employment) offered to persons who are preparing to teach vocational education students or to assume professional duties and responsibilities in the field of vocational education.

Post-Secondary Program

A 13th and/or 14th grade level program operated on a regular full-time day school basis.

Public School

A division of the public school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case where the elementary and secondary programs are housed in the same school plant.

Public School Operated by the Federal Government

A public school operated by the Federal government.

Public School Operated by the State

A public school operated by the State.

Recognized Occupation

Any lawful occupation that the Commissioner of Education finds is identifiable by employers, employer groups, and governmental and non-governmental agencies and institutions, which are concerned with the definition and classification of occupations.

Regional Supervisor

A person responsible for supervising or coordinating activities in a region or an area.

Regular Pupil (Type of Pupil)

The type of pupil for which most regular course and noncourse instruction is offered in elementary, secondary, post-secondary schools and colleges.

Regional Vocational School

See: Area or Regional Vocational School

Research Specialist

A person who is primarily engaged in research for and in the development and implementation of vocational programs and procedures.

School District

An area which, for geographical reasons or for specified public school purposes, is under the supervision or control of a single board of education and/or administrative officer.

School Facilities, (Vocational)

Facilities of an area vocational education school which may be paid for with Federal funds under section 4(a)(5) of the Vocational Education Act of 1963, including the following:

a. Instructional and auxiliary rooms

b. Initial school equipment

c. Interests, whether in fee, lease-hold, or otherwise, in land on which such facilities are to be constructed.

School, Type of (Vocational)

Schools offering vocational programs are classified according to the following list of categories (further defined elsewhere in the glossary):

a. Regular or comprehensive high school

b. Vocational and/or technical school

c. Technical institute

d. Department of a university

e. Junior College

f. Community College

g. Area or regional vocational school

Secondary Program, (Vocational)

A 9th through 12th grade level program operated on a regular full-time day school basis.

Semester

One-half of a regular school term, usually 16 to 18 weeks.

Smith-Hughes Act

The basic Federal vocational education act, passed in 1917, which established the principles of Federal financial aid and cooperation with the States in promoting public vocational education in agriculture, trade and industries, and home economics for persons 14 years of age or older. The Act includes a permanent appropriation and is administered by the Office of Education.

Special Needs, Persons with

Persons who have academic, socio-economic, or other handicaps which make them unable to follow regular vocational education programs, but who are otherwise available for full-time study in preparation for entering the labor market.

State

Term pertaining to a State of the Union, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, or American Samoa, except that with respect to funds under the Smith-Hughes Act, the term does not include the Virgin Islands, Guam, or American Samoa.

State Board of Vocational Education

A State board designated or created pursuant to Section 5 of the Smith-Hughes Act.

State Education Agency

The organization established by law for the primary purpose of carrying out a part of the educational responsibility of the State. It is characterized by having Statewide jurisdiction and may be composed of a State board, chief executive officer, and staff. Some State education agencies may lack one or two of these three elements, but in any case there must be either a board or a chief executive officer. The term "commission" is sometimes used in place of "board."

State Vocational Education Plan (State Plan)

A written description of the State's vocational education programs which must be submitted and approved by the Commissioner as a condition for the allotment of Federal funds. It shall set forth the State's authority under State law for its administration of such programs and shall include the policies to be followed by the State in maintaining, extending, and improving existing vocational education programs, and in developing new programs to the end that persons of all ages in all communities of the State will have ready access to vocational training. The training, or retraining, shall be of high quality, with offerings that have been developed in the light of actual or anticipated opportunities for employment, and which is suited to the needs, interests, and ability of such persons to benefit from such training.

Supervisor or Director

A person in charge of a single occupational area.

Supplementary Program

A program that is offered as supplemental training to persons already (employed) in the labor market. Such training includes:

a. Adult and young farmer

b. Adult and home economics

c. Extension courses in trades and industry, distributive occupations, nursing, and other technical education

Teacher Coordinator, (Vocational)

A member of a school staff who is responsible for administering the school program and for resolving all problems that arise between school regulations and the on-the-job activities of the employed student. The coordinator also performs liaison duties between the school and employers in programs of cooperative education or other part-time job training.

Teacher Education Institution

A university, liberal arts college, teacher's college, or professional school (1) which has as its major function the preparation of students for the teaching profession, and (2) which has been approved, for teacher education by a State, regional, or national accrediting body.

Teacher Trainer, (Vocational)

A person whose primary responsibility is the training of preservice and in-service teachers.

Technical Education, (Vocational)

An education program designed to train persons for employment as highly skilled technicians in recognized occupations requiring scientific knowledge. To be eligible for such education, applicants must have completed the ninth grade and must be at least 16 years of age.

Technical Secondary School, (Vocational)

A secondary technical school offers training in technical occupations where emphasis is on application of the functional aspects of mathematics and science and the objective of this training is entrance into employment in such technical occupations upon graduation. The school is separately organized under an Administrative Officer directly responsible to a local Superintendent or school board regardless of where the program is housed.

Technical Institute

A post-secondary institution of higher education which offers instruction in one or more technical occupations which is at a level above the skilled trades and below professional engineering, and in which emphasis is placed on the practical applications of mathematics and science.

Ungraded Classes (Non-graded Classes)

Regular classes, special classes for exceptional pupils, and various adult education classes which have no grade designations.

Useful Employment

The term "useful employment" as used in vocational education refers to homemaking activities, the training for which includes instruction that will enable families to improve their family life through more effective development and utilization of human resources.

Vocational Secondary School

A secondary vocational school offers training in one or more trades or occupations, and is separately organized under an administrative officer directly responsible to a local superintendent or school board, regardless of where the program is housed.

Vocational Education Act of 1963

A Federal act enacted "to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the States - those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps - will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Youth Organization Specialist

A person responsible for the development and operation of an occupational area youth program.